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ABSTRACT

This report examines the desegregation of students, teachers, and administrators in the Fayette County (Kentucky) Public Schools for the 1986-87 school year. It is based on counts of students and professional personnel made in September 1986. Findings show that racial polarization is intensifying in the Fayette County schools. More blacks and fewer whites are attending the elementaries in the northern sector of the county. A large and growing number of whites--and more blacks--are attending the elementaries in the southern area of the county. The central-area elementaries continue to have the highest percentage of black students. The current district assignment policy is creating overcrowded conditions in almost all the southern elementaries and underutilization of capacity in almost all the northern and central elementaries. Portable classrooms are being used to maintain segregation and avoid cross-district busing. The report suggests that an alternative to building a new elementary school and to adding more portables to the southern elementaries is to reassign white students from the overcrowded and racially imbalanced southern elementaries. The report includes charts and statistics which trace changes in racial mixture in the county. Four appendices include the following information: (1) student enrollment by race in county schools; (2) administrators and teachers by race in county schools; (3) methodological notes; and (4) a bibliography of related publications. (PS)

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Record 14 Fayette County Schools Assigned Over 30 Percent Black Students 1986-87

Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added

Staff Report 87-4
Kentucky Commission on Human Rights
832 Capital Plaza Tower
Frankfort, Kentucky 40601

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HIGHLIGHTS

1. Twenty-nine of 45 schools--64.4 percent--had black-student enrollments outside the 15 to 30 percent black-student guideline. In the opinion accompanying his 1972 desegregation order, Judge Mac Swinford recommended that "ideally no elementary or junior high school should have below 15% or above 30% enrollment of black students."

2. Fourteen schools were assigned more than 30 percent black students in 1986-87, more than in any year since school desegregation began. This was the third consecutive year in which more schools were assigned enrollments above 30 percent black.

3. Fifteen schools were assigned fewer than 15 percent black students. This was the third consecutive year in which fewer schools were assigned fewer than 15 percent black students and the lowest number of schools with enrollments beneath the black-student minimum since school desegregation began.

4. Almost one of every two black students--3,254 or 49.4 percent of all blacks--attended the 14 schools with more than 30 percent black students. This was the highest number and percentage of blacks at the schools with over 30 percent blacks since school desegregation began.
In contrast, the number of white students at the schools with fewer than 15 percent black students increased by more than in any year since school desegregation began.

5. For the first time in the last five years all five of the northern elementaries lost white students and added black students during the last year. They lost a total of 124 white students and added 58 black students. Black enrollment at the northern elementaries increased to 43.2 percent of all students from 39.8 percent last year. A higher percentage of black students has attended the northern elementaries during each of the last five years.

6. For the first time in the last five years, all seven southern elementaries added white students during the last year. The seven southern elementaries added a total of 456 white students between 1985-86 and 1986-87--more than during the previous four years combined and three more than were added by all 31 elementaries during the last year. A higher number of white students have attended the seven elementaries during each of the last three years. The addition of 49 blacks at the seven elementaries kept black enrollment at 9.7 percent, unchanged from last year.

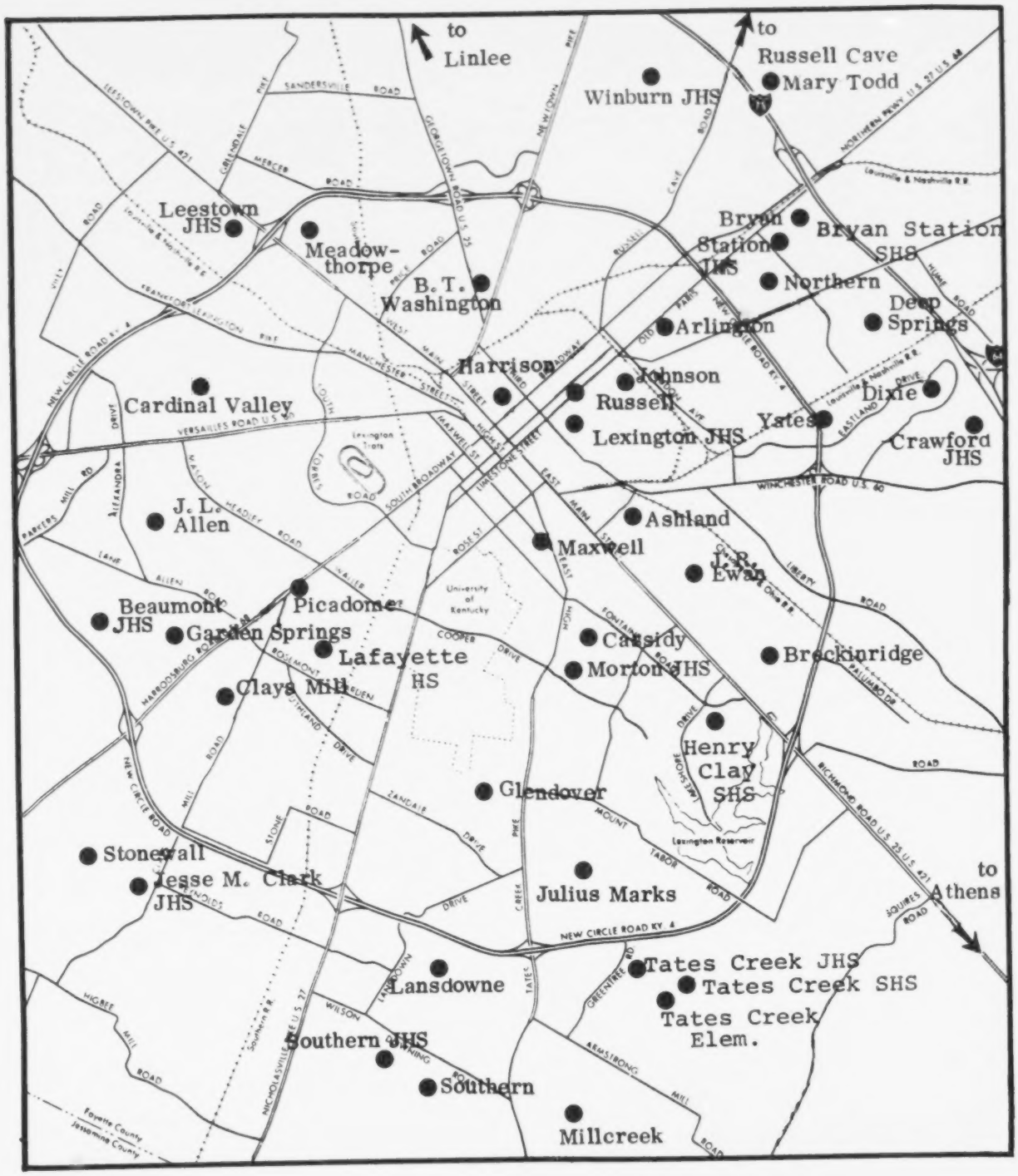
7. For the first time in the last five years, the six elementaries located in the central area of Fayette County lost white and black students and their black-student percentage declined. Blacks were 44.9 percent of all students in the central-area elementaries in 1986-87, down from 45.6 percent last year.

8. District officials employed fewer black teachers and a lower percentage of black teachers than during any of the last nine years. They employed 187 black teachers who made up 10.5 percent of all teachers during 1986-87. It was the fourth consecutive year in which district officials employed fewer black teachers.

9. Sixteen blacks were 11.8 percent of all administrators--i.e., principals, assistant principals, and guidance counselors--during 1986-87. This was the highest number and percentage of black administrators employed by district officials during any of the last nine years.

10. During 1986, district officials failed for the third time to meet affirmative action goals for the employment of black teachers and counselors which were set in 1980.

11. The report concludes that district officials should reassign students from the overcrowded southern elementaries to the underutilized northern and central elementaries to put the enrollments of all elementaries inside the recommended range, and should seize the opportunity presented with the construction of a new high school and conversion to a middle-school system to reassign students so that all secondary schools have enrollments within the ideal range.



Fayette County Public Schools

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PREFACE

This staff report covers the desegregation of students, teachers, and administrators in the Fayette County Public Schools for the 1986-87 school year. It is based on counts of students and professional personnel made in September, 1986 by the Fayette County Public Schools.

To make statistical comparisons between black and white students less complicated, American Indian, Asian, and Hispanic students in the report are counted as "white" students, with the exception of the count of "identifiably" black and white schools, in which other minorities are not included with white students. Counted separately, Fayette County's 1986-87 student enrollment included eight American Indians (0.03 percent of all regular-program students), 351 Asians (1.2 percent), and 83 Hispanics (0.3 percent). Complete enrollment data is given in Appendix A.

Non-black minority teachers and administrators were also included among "white" professionals to simplify comparisons. Counted separately, one Hispanic principal, five Hispanic teachers, five Asian/Pacific Island teachers, and one American Indian/Native Alaskan were employed in the Fayette County Public Schools during 1986-87.

For an explanation of other data used in this report--the third in a series of Commission-staff reports on desegregation in the Fayette County Public Schools--please also refer to the Methodological Notes section.

Segregation still marks most of the Fayette County schools in their fifteenth year of court-ordered desegregation. Almost two of three students--63.8 percent--attended the 29 schools with black/white student ratios outside the enrollment guideline recommended by Judge Mac Swinford in the opinion accompanying his 1972 desegregation order. Almost one of every two black students--3,254 of 6,582 or 49.4 percent--attended the 14 schools with enrollments above 30 percent black in 1986-87--more than during any of the last 15 years. In addition:

* The 14 schools assigned more than 30 percent black students were one more than last year and the most since school desegregation began.

* For the first time in five years all five of the elementaries located in the northern area of Fayette County lost white and added black students during the last year. The changes raised the percentage of black students at the five elementaries to 43.2 percent, the highest level of the last five years and the fifth consecutive year that a higher percentage of black students has attended the five elementaries.

* For the first time in five years, all seven southern elementaries added white students during the last year. The 456 white students they added between 1985-86 and 1986-87 were more than the total number of white students they added during the previous four years. Black students were 9.7 percent of all southern elementary students--the same as in 1985-86.

* Despite using a large number of portable classrooms, the southern elementaries operated at approximately 79.7 percent of capacity compared to utilization rates of 66.1 percent of capacity in the northern elementaries and 62.3 percent of capacity in the central elementaries. Rather than relieve overcrowding at the southern elementaries by reassigning students to the northern and central elementaries to make use of the unused capacity, district officials used 23 portable classrooms to add capacity at the southern elementaries.

* District officials employed fewer black teachers--187--and a lower percentage of black teachers--10.5 percent--during 1986-87 than during any of the last nine years.

* Sixteen black administrators were 11.8 percent of all administrators--two more than last year and a nine-year high.

TABLE A

Racial Composition of Schools Outside Recommended Enrollment Guideline
1982-83 -- 1986-87*

	1982-83			1983-84			1984-85			1985-86			1986-87		
	Black	Other	% B	Black	Other	% B	Black	Other	% B	Black	Other	% B	Black	Other	% B
Elementary Schools															
Ashland	111	224	33.1	134	229	36.9	152	236	39.2	134	221	37.7	129	254	33.7
Athens	7	233	2.9	10	203	4.7	9	219	3.9	8	199	3.9	6	198	2.9
B. T. Washington	205	147	58.2	224	154	59.3	247	143	63.3	273	161	62.9	250	147	63.0
Cassidy	38	485	7.3	44	464	8.7	34	487	6.5	51	504	9.2	56	531	9.5
Deep Springs							84	501	14.4						
Garden Springs	53	500	9.6	44	485	8.3	58	506	10.3	50	474	9.5	64	465	12.1
Glendover	83	492	14.4	62	462	11.8	91	529	14.7	92	590	13.5	118	683	14.7
Harrison	124	268	31.6												
James L. Allen	63	369	14.6	55	354	13.4	57	331	14.7	56	337	14.2	51	354	12.6
Johnson	176	174	50.3	148	195	43.1	172	199	46.4	175	207	45.8	164	185	47.0
Julius Marks	38	528	6.7	66	612	9.7	86	644	11.8	87	685	11.3	58	754	7.1
Lansdowne	36	514	6.5	43	485	8.1	61	519	10.5	49	578	7.8	60	633	8.7
Linlee							108	246	30.5	184	278	39.8	193	227	45.9
Mary Todd	328	479	40.6	342	425	44.6	390	394	49.7	282	336	45.6	312	326	48.9
Maxwell				120	263	31.3	129	271	32.2	117	258	31.2	146	265	35.5
Meadowthorpe										109	188	36.7			
Millcreek							99	571	14.8	99	614	13.9			
Northern	236	396	37.3	247	343	41.9	269	315	46.0	278	328	45.9	288	285	50.3
Russell	189	140	57.4	219	146	60.0	232	146	61.4	285	148	65.8	228	150	60.3
Russell Cave	133	161	45.2	113	160	41.0	141	131	51.8	134	131	50.6	137	113	54.8
Southern	30	632	4.5	27	620	4.2	26	634	3.9	30	701	4.1	31	837	3.6
Stonewall	11	826	1.3	10	794	1.2	10	759	1.3	9	757	1.2	12	792	1.5
Tates Creek	94	689	12.0	113	653	14.8									
Yates													141	317	30.8
Secondary Schools															
Beaumont	100	715	12.3	78	733	9.6	71	734	8.8	87	629	12.2	66	598	9.9
Bryan Station Jr.				96	549	14.9									
Jessie M. Clark	9	765	1.2	9	793	1.1	7	793	0.9	5	716	0.7	6	616	1.0
Leestown										179	404	30.7	177	407	30.3
Lexington	183	371	33.0	201	460	30.4							208	460	31.1
Morton	88	775	10.2				99	655	13.1	107	636	14.4	113	660	14.6
Southern	68	793	7.9	72	795	8.3	81	753	9.7	72	749	8.8	69	654	9.5
Tates Creek Jr.				126	718	14.9									
Winburn	390	391	49.9	406	399	50.4	405	359	53.0	394	348	53.1	376	287	56.7
Bryan Station Sr.	547	963	36.2	491	878	35.9	514	871	37.1	485	833	36.8	505	810	38.4
Lafayette	220	1618	12.0	201	1663	10.8	214	1665	11.4	208	1773	10.5	205	1811	10.2
Tates Creek Sr.	181	1289	12.3	180	1202	13.0	165	1211	12.0	158	1254	11.2	171	1247	12.1

*Recommended guideline: 15 percent to 30 percent black students per school.
Source: Div. of Research and Statistics, Fayette County Public Schools.
Same data also used in Program SD065R from Kentucky Department of Education.

RECORD NUMBER OF SCHOOLS HAVE TOO MANY BLACK STUDENTS

For the second consecutive year almost two of three public schools in Fayette County--29 of 45 or 64.4 percent--had black student enrollments above or below the enrollment guideline of between 15 and 30 percent black students per school which Judge Mac Swinford recommended as an ideal racial balance in the opinion accompanying his 1972 desegregation order.* (See Table A).

The 29 out-of-compliance schools consisted of 14 schools assigned more than 30 percent black students and 15 schools assigned fewer than 15 percent black students. (See Graph A).

More schools were assigned over 30 percent black students in 1986-87 than in any year since school desegregation began. The number of schools with too many black students has risen significantly during the last three years: from 11 in 1984-85,

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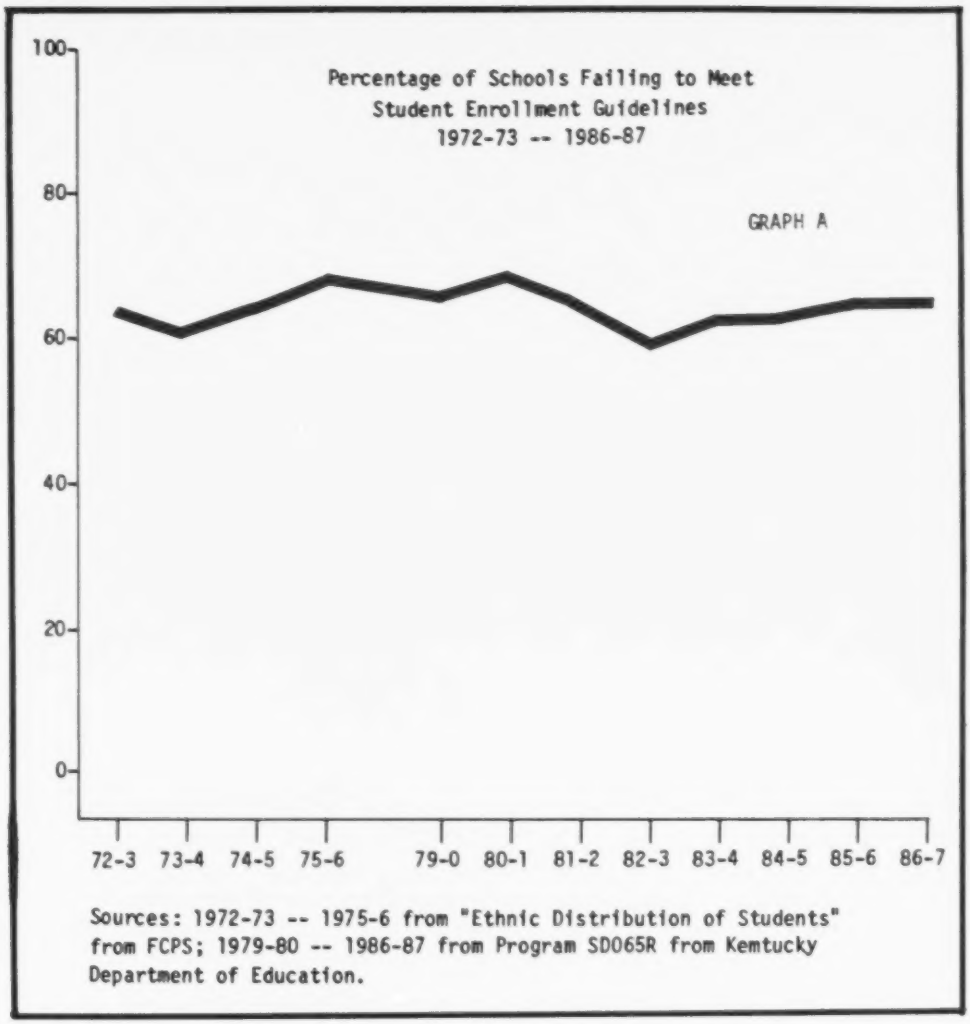
* In the opinion accompanying his desegregation order to the Fayette County Public Schools issued on June 13, 1972, U.S. District Court Judge Mac Swinford recommended that "ideally" no elementary or junior high should have below 15 or above 30 percent enrollment of black students. He wrote that "An order will this day be entered declaring the operation of the Fayette County School System to be in violation of the Equal Protection Clause of the Constitution, and directing the defendant to conform to that clause as it has been interpreted by the Supreme Court, by eliminating all vestiges of segregation within elementary and junior high schools. The court does not feel that it is within its province to provide a desegregation plan, but it will suggest that ideally no elementary or junior high school should have below 15% or above 30% enrollment of black students." (344 F. Supp. 688 [1972]) p. 693. However, in November 1972, Judge Swinford approved the desegregation plan proposed by the school board even though only 16 of 40 elementary and junior high schools were projected to fall within his enrollment ideal. Judge Swinford also concurred with the school board that the following schools were too distant from the black residential areas and so should not be included in the desegregation plan: Athens, Lansdowne, Russell Cave, Southern, Stonewall, and Tates Creek elementaries; and Beaumont and Jessie Clark junior high schools. Judge Swinford did not maintain jurisdiction over the desegregation plan.



to 13 in 1985-86, and to 14 this year.

In contrast, fewer schools were assigned less than 15 percent black students in 1986-87 than in any year since school desegregation, mainly because of additional black students. The 15 schools not assigned enough black students were an improvement from last year, when 16 schools were assigned too few black students, and from 1984-85, when 17 schools were assigned fewer than 15 percent black students.

Two schools moved out of and two schools moved into compliance with Judge Swinford's ideal enrollment range during the last year.

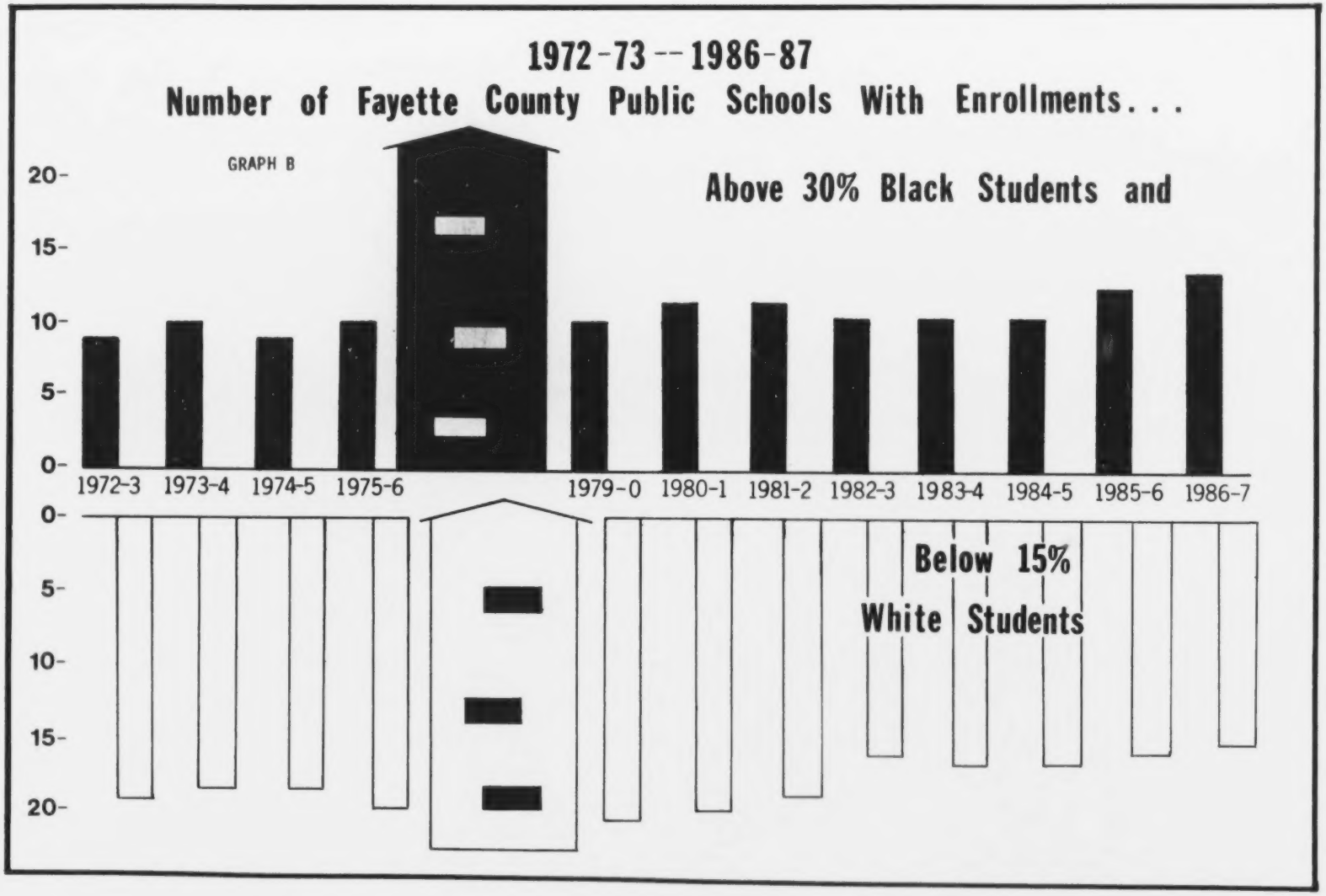
At Yates Elementary, the loss of 18 white students while black enrollment remained the same pushed its enrollment to 30.8 percent black students this year from 29.6 percent last year. At Lexington Junior High, the loss of 39 white and three black students during the last year increased its percentage of black students to 31.1 percent from 29.7 percent during 1985-86.

Meadowthorpe and Millcreek elementaries moved into compliance with the guideline this year after having enrollments outside it in 1985-86. Meadowthorpe reduced its black-student percentage to 28.8 percent from 36.7 percent last year due to the addition of 23 white and the loss of 23 black students. At Millcreek, the addition of 30 black students was more than enough to offset 47 additional white students, and its black-student percentage rose to 16.3 percent this year from 13.9 percent last year.

Linlee Added to List of Identifiably Black Schools

With enrollments either above 45 percent black or 90 percent white students--not including other minorities--13 schools could be considered racially identifiable during 1986-87. Eight schools had more than 45 percent black students and five schools had more than 90 percent white students. Although 13 schools have been racially identifiable for the past two years, one more school had more than 45 percent black enrollment and one fewer school had more than 90 percent white enrollment this year than last.

The eight schools with more than 45 percent black students were Booker T. Washington (63.0 percent black students), Johnson (47.0), Linlee (45.9), Mary Todd (48.9), Northern (50.3), Russell (60.3), Russell Cave (54.8), and Winburn (56.7). Each of the schools except


1972-73 -- 1986-87
Number of Fayette County Public Schools With Enrollments...
GRAPH B
Above 30% Black Students and
Below 15% White Students
20-
15-
10-
5-
0-
0-
5-
10-
15-
20-
1972-3
1973-4
1974-5
1975-6
1979-0
1980-1
1981-2
1982-3
1983-4
1984-5
1985-6
1986-7

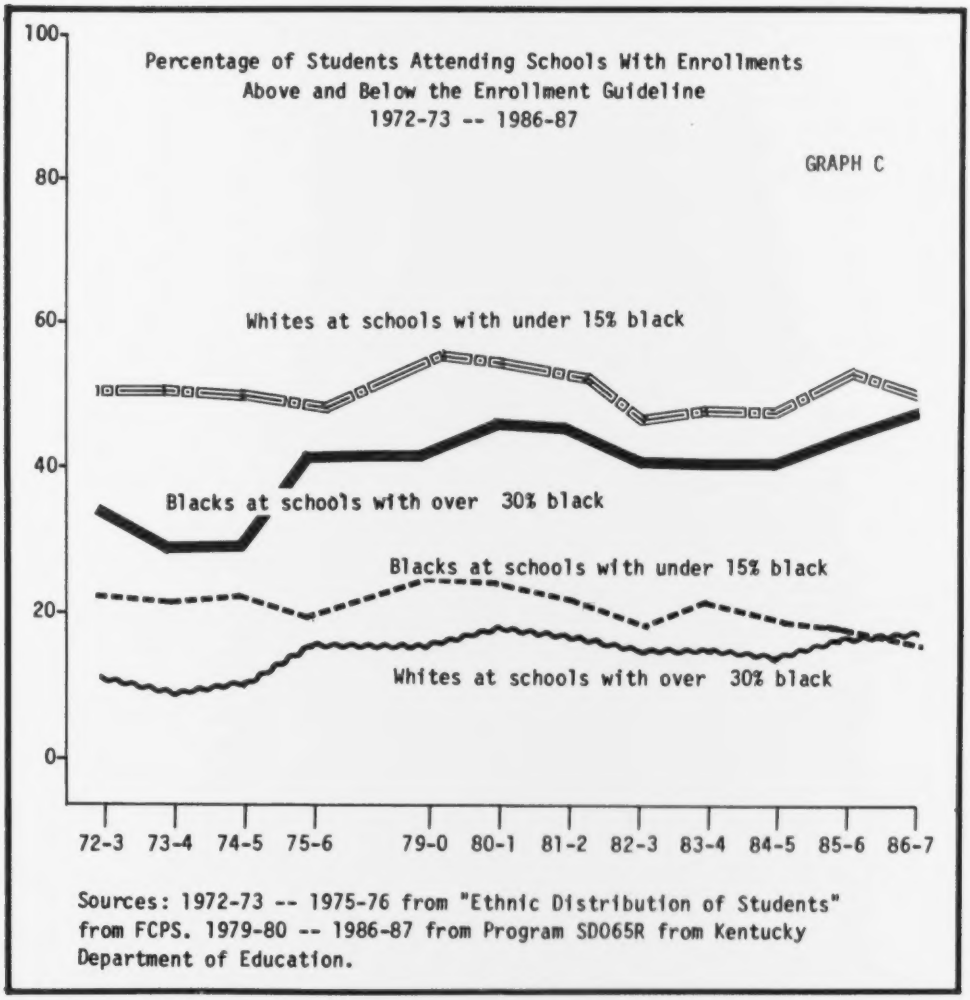
Russell had a higher percentage of black students this year than last. Linlee was the only one of the eight which did not have more than 45 percent black students last year.

The five schools with more than 90 percent white students were Athens (96.1 percent white students), Julius Marks (91.5), Southern (94.9), Stonewall (95.7), and Jessie Clark (97.6). Three of the five had a higher percentage of white students than last year. Julius Marks was the only one of the five which did not have an enrollment of over 90.0 percent white students last year. If Asian and Hispanic students were included among the white students, nine schools would have had more than 90 percent non-black students this year.

BLACK STUDENTS MORE SEGREGATED THAN EVER BEFORE; AVERAGE NUMBER OF WHITES ATTENDING SCHOOLS WITH UNDER 15 PERCENT BLACK STUDENTS INCREASES BY MORE THAN ANY YEAR TO 12-YEAR HIGH

More black students and a higher percentage of the district's black students attended the 14 schools with more than 30 percent black students this year than during any year since school desegregation began. In contrast, the average number of white students in the schools with enrollments below 15 percent black made its largest increase since desegregation began. But because the number of schools with fewer than 15 percent black was at a 15-year low, the total number of whites attending the schools was also the lowest it has been since school desegregation began.

Almost one of every two black students--3,254 or 49.4 percent of the 6,582 black students in regular-program schools--was assigned to the 14 schools with enrollments above 30 percent black. This was an increase of 225 from last year when 3,029 or 46.8 percent of the district's blacks attended schools with too many black students.



A slight loss in the number of black students per school, however, reduced the average number of blacks in the schools with over 30 percent black to 232 or 43.5 percent of all students in those schools; last year an average of 233 blacks made up 44.3 percent of all students at the same group of schools.

In contrast, 35 more white students on average attended each of the 15 schools with enrollments below 15 percent black students this year than last, the largest annual increase since school desegregation began. At 722, the average number of whites at each school with fewer than 15 percent black students was higher than

during any year since 1974-75. However, because fewer schools failed to meet the black-student minimum than during any year since school desegregation began, fewer total whites and a lower percentage of the district's whites attended the 15 schools than during any year since school desegregation began: 10,833 of 23,815 whites or 45.5 percent. This was a decline from last year when 10,991 or 47.3 percent of all white students attended the 16 schools with less than 15 percent black enrollment.

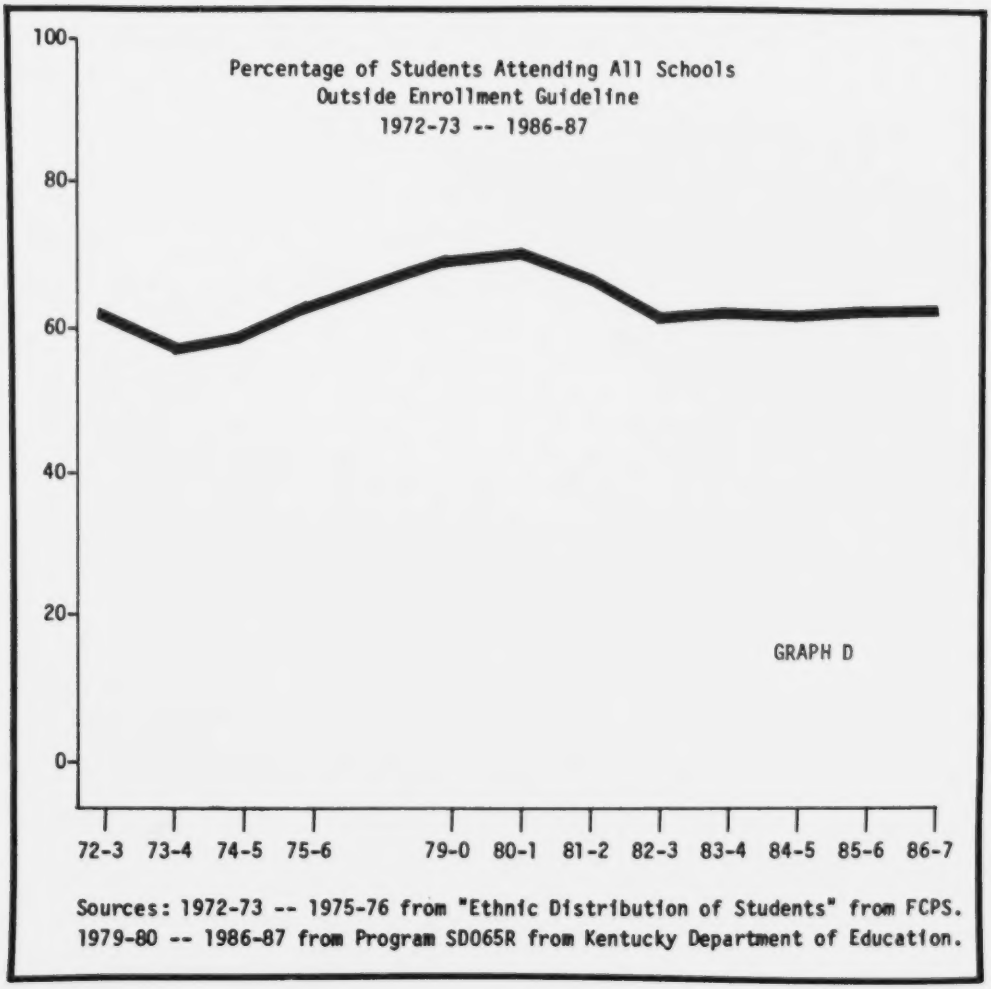
The decrease in the number of schools with too few black students also caused the number and percentage of blacks at those schools to fall to a 15-year low while the increase in the number of schools with too many black students caused the percentage of whites attending those schools to rise to a 15-year high.

One-thousand eighty-six blacks or 16.5 percent of the district's blacks attended the 15 schools with fewer than 15 percent black students. Last year 1,168 blacks or 18.1 percent of the district's blacks attended the comparable group of schools. On average, 72 blacks made up 9.1 percent of the students at the 15 schools; both figures were among the lowest since school desegregation began.

Finally, a total of 4,233 whites or 17.8 percent of all white students attended the schools with more than 30 percent black students this year. This was an increase from last year when 16.4 percent of all whites attended the schools with over 30 percent black students. The average number of white students attending each of the schools with over 30 percent black students increased slightly during the last year after declining annually since 1975-76. An average of 302 whites attended each of the 15 schools compared to 293 whites at the comparable set of schools last year.

Almost Two of Three Students Still Attend Racially Imbalanced Schools

A total of almost two of every three students in Fayette County attended those schools with enrollments outside the guidelines recommended by Judge Swinford in the opinion accompanying his desegregation order. This year 65.9 percent of all blacks and 63.8 percent of all whites attended the 29 schools with enrollments above 30 percent and below 15 percent black students. Last year 64.9 percent of all black students and 64.0 percent of all white students attended the out-of-compliance schools. The percentage of blacks



attending the racially imbalanced schools has increased annually since 1982-83. The percentage of whites at the racially imbalanced schools fell slightly after hitting a five-year high last year.

The enrollment changes are being caused by a decline in the number of white students at the racially imbalanced schools with more than 30 percent black students and an increase in the number of both white and black students at the racially imbalanced schools with under 15 percent black. This trend is most strongly illustrated by a comparison of enrollment changes in the increasingly black elementaries in the northern area of Fayette County with the enrollment changes in the southern area of Fayette County, where white enrollment has accelerated during the last three years. Overall enrollments at the six central-area elementaries--most of which have traditionally had the district's largest concentration of black students--have changed less than at the northern or southern elementaries, but they too have experienced increased segregation.

WHITE ENROLLMENT FALLS STEADILY IN SCHOOLS WITH HIGH PERCENTAGES OF BLACK STUDENTS, ACCELERATES IN SOUTHERN-AREA ELEMENTARIES

A total of 124 white students were lost and a total of 58 black students were added during the last year at the five elementaries located in the northern area of Fayette County: Deep Springs, Northern, Mary Todd, Russell Cave, and Linlee. For the first time in five years, each of the northern elementaries lost white and gained black students between 1985-86 and 1986-87. Both the loss of 124 whites and the gain of 58 blacks were worse than during the previous year, when the five schools lost 43 white and added 28 black students.

In contrast, the seven elementaries located in the southern area of Fayette County--Glendover, Stonewall, Lansdowne, Southern, Mill

Creek, Julius Marks, and Tates Creek--added a total of 456 white students and 49 black students during the last year. For the first time in five years each of the seven southern elementaries gained white students between 1985-86 and 1986-87. Four of the seven added more white students during the last year than during the previous four years combined. The addition of 456 whites at the southern elementaries accounted for over 100 percent of the 453 additional white elementary students added county-wide during the last year. Put another way, while the seven southern elementaries added an average of 65 whites or over two classrooms per school, the remaining 24 elementaries lost an average of .12 white students. In addition, all but one southern elementary added black students during the last year.

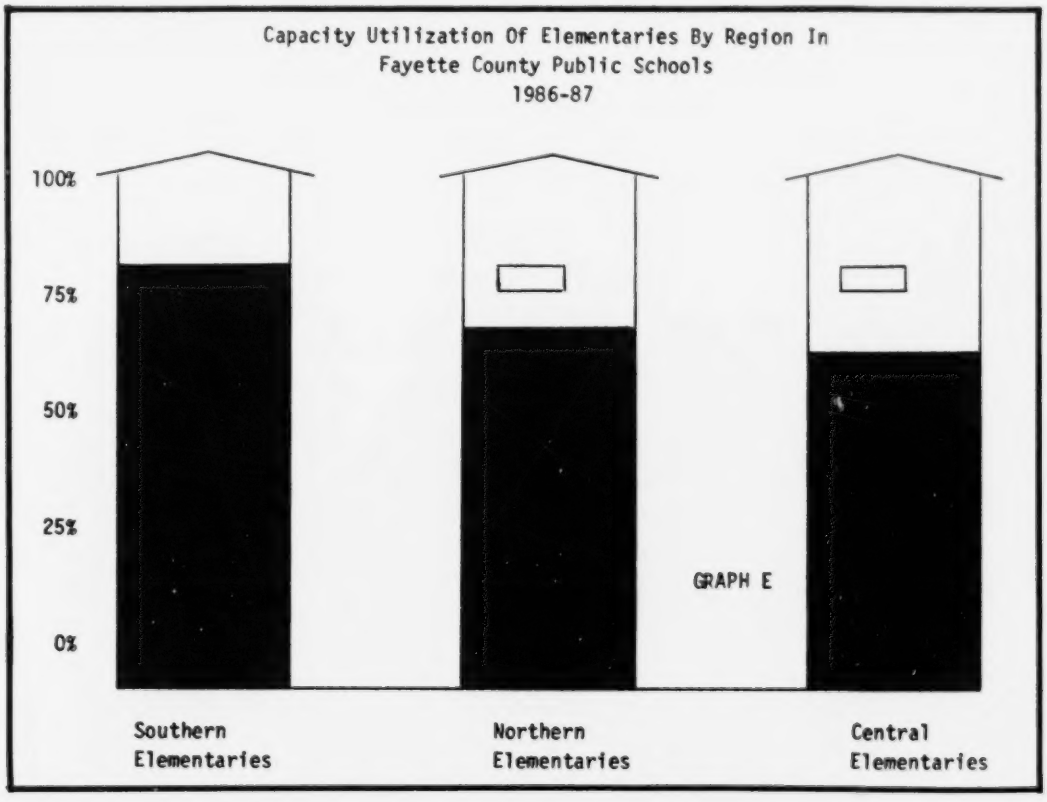
The loss of 8.3 percent white students and the addition of 5.7 percent black students at the northern-area elementaries raised their average enrollment to 43.2 percent black students from 39.8 percent last year. This was far above the black-student ceiling recommended by Judge Swinford and was close to the average of 44.9 percent black students at the six elementaries located nearest the downtown business district. Deep Springs was the only one of the five schools to have a black/white student ratio inside the recommended guideline this year.

In contrast, the addition of 10.0 percent more white and 10.0 percent more black students at the southern-area elementaries during the last year left the average black enrollment unchanged at 9.7 percent of all students--well below the recommended black-student minimum. Tates Creek and Mill Creek were the only southern elementaries to have black/white ratios inside the guideline.

Capacity Utilization Falls at Northern, Rises at Southern Elementaries

The enrollment changes of the last year further imbalanced the district's utilization of elementary school capacity as measured by an average maximum of 28 students per classroom (grades K through 6) which was mandated by the General Assembly's most recent legislation.

With the loss of 66 students during the last year, the five northern elementaries operated at approximately 66.1 percent of capacity during 1986-87. Conversely, the addition of over 500 students at the southern elementaries raised their utilization rate to approximately 79.7 percent of capacity. Rather than reassign students from the over-crowded and racially imbalanced southern elementaries to the under-utilized and racially imbalanced northern elementaries, officials used 23 portable classrooms in the southern elementaries to accommodate the large white-student increases.

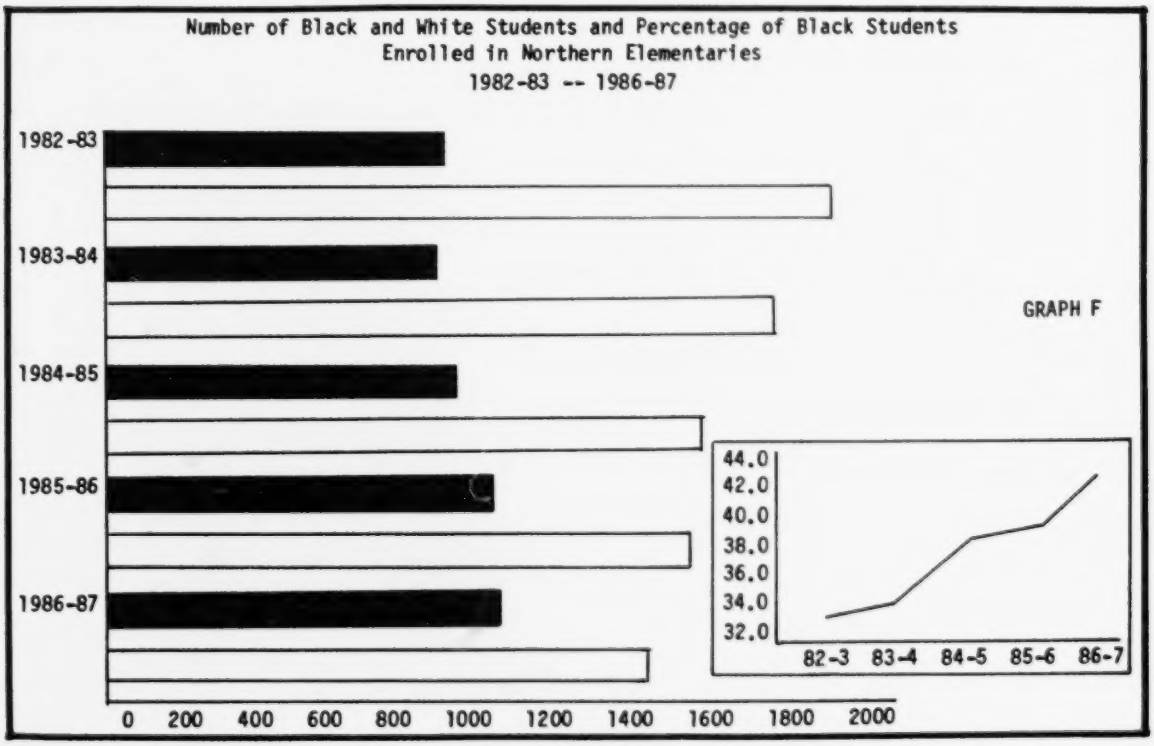


Fewer Whites In Northern Elementaries And Many More In Southern Elementaries Since 1982-83; More Blacks in Each Group

For the five-year period beginning in 1982-83, the northern elementaries lost 437 white students and added 157 black students. The southern-area elementaries added 718 white students and added 114 black students. Without the southern elementaries, the remaining 24 elementaries lost 604 white students between 1982-83 and 1986-87.

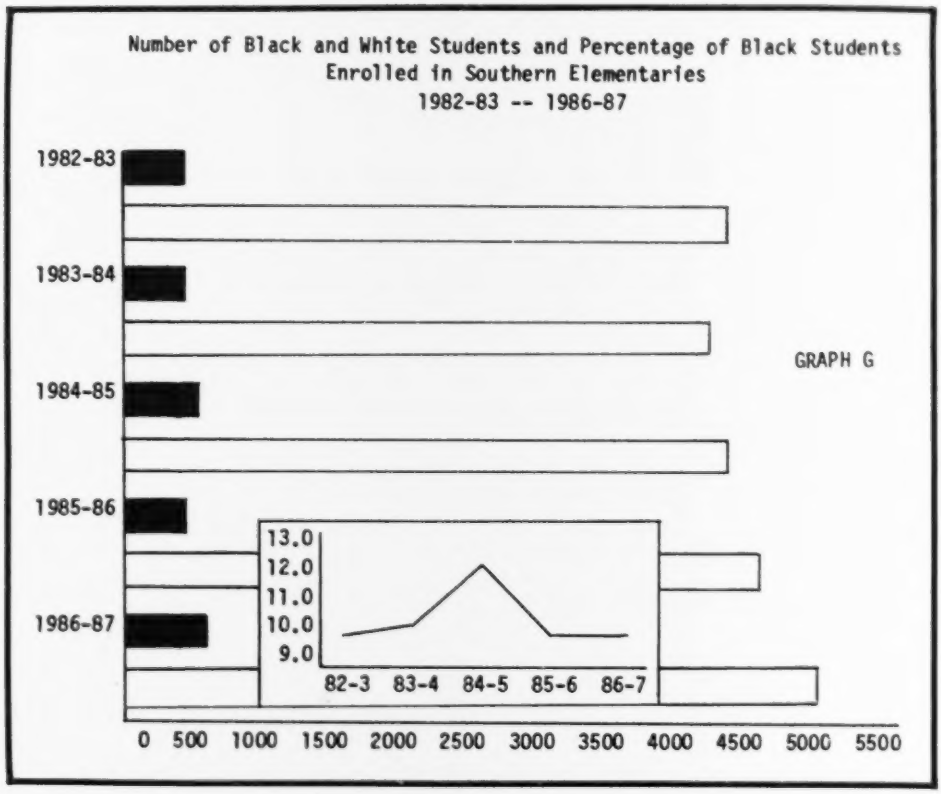
The five northern elementaries have lost white students each year since 1983-84 and have added black students each year since 1984-85. They lost 116 white students in 1983-84, lost 154 white and added 85 black students in 1984-85, lost 43 white and added 28 black students in 1985-86, and lost 124 white and added 58 black students during the last year.

As a result of these changes, a higher percentage of black



students has attended the northern elementaries during each of the last five years. Blacks were 33.1 percent of all northern elementary students in 1982-83, 34.2 percent in 1983-84, 38.5 percent in 1984-85, 39.8 percent in 1985-86, and 43.2 percent this year. During the five-year period the northern elementaries lost 23.5 percent of their white students and added 17.0 percent more black students.

While the northern elementaries have lost white students during each of the last four years, the southern elementaries have added a progressively larger number of white students during each of the last three years. They added 26 white students during 1984-85, 284 during 1985-86, and 456 more whites during the last year--more than during all of the previous four years combined. Of the 718 whites



GRAPH G

the seven southern elementaries added since 1982-83, over six of 10--63.5 percent--were added during the last year.

The southern elementaries also added a total of 114 black students during the five-year period. They lost black students in 1982-83 and in 1985-86, and added blacks during each of the remaining years. For the five-year period they added 16.7 percent more white students and added 26.8 percent more black students.

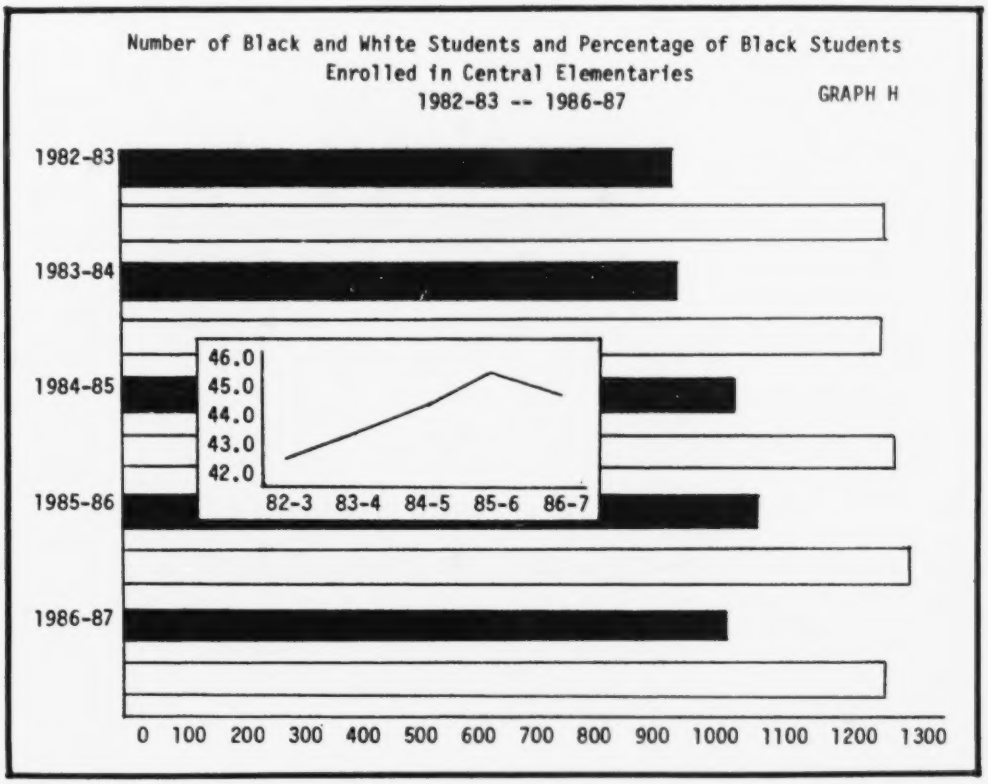
The addition of 114 black students, however, was not enough to offset the tremendous white-student growth in the southern elementaries. As a result, black student enrollment declined from 9.9 percent of all students in 1982-83 to 9.7 percent in 1986-87. Blacks were 10.2 percent of all southern elementary students in 1983-84, 12.1 percent in 1984-85, and 9.7 percent in 1985-86.

Number and Percentage of Black Students In Central-Area Elementaries Decreases For First Time In Five Years

The percentage of black students attending the six downtown-area elementaries--Booker T. Washington, Harrison, Russell, Johnson, Maxwell, and Ashland--declined to 44.9 percent of all students from 45.6 percent last year, the only decline in the percentage of black students attending the six elementaries during the last five years.

The percentage decline was caused by losses of 21 or 1.7 percent white students and 49 or 4.6 percent of all black students. The losses, however, still left five of the six downtown-area elementaries out of compliance with the enrollment guideline recommended by Judge Swinford.

Eighty-nine more black students and two fewer white students attended the six elementaries in 1986-87 than in 1982-83. This was a 9.4 percent increase in the number of black students and an 0.2



percent white-student loss. The six added black students annually between 1982-83 and 1985-86, and added white students during each of those years except 1983-84. The black-student increases were larger, however, and as a result the black-student percentage increased steadily from 42.6 percent of all students in 1982-83 to 43.5 percent in 1983-84, 44.7 percent in 1984-85, and to 45.6 percent in 1985-86 before declining this year to 44.9 percent.

The loss of 70 students during the last year further reduced the capacity-utlization rate at the central elementaries. On average, the six central-area elementaries operated at only 62.3 percent of capacity this year--a much lower utilization rate than in the southern elementaries and a lower rate than in the central-area elementaries.

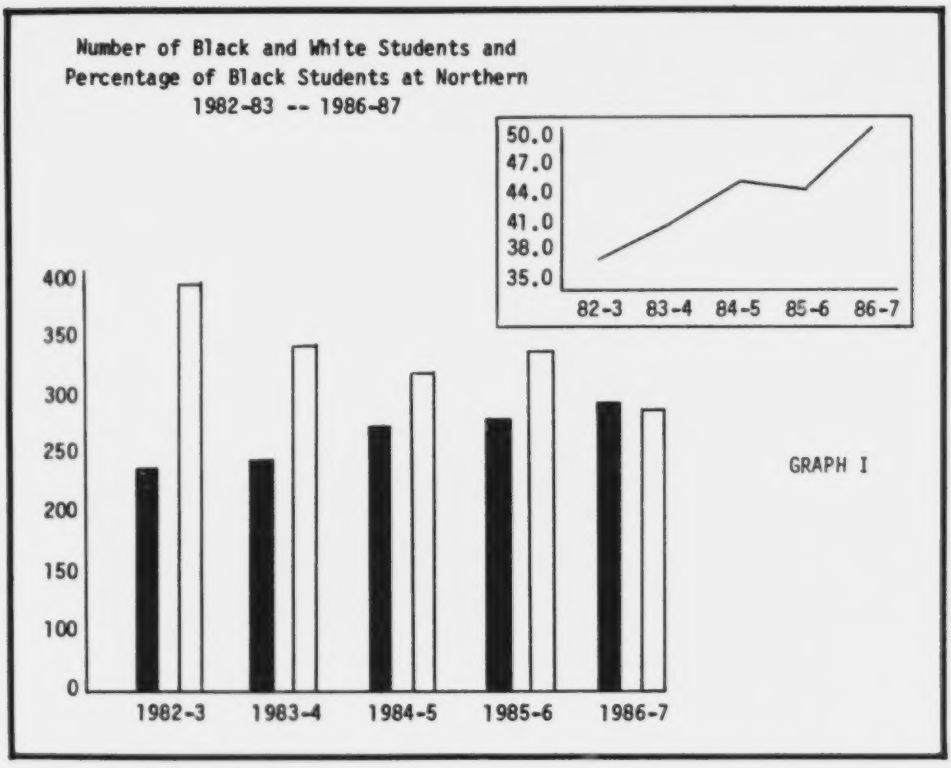
A more precise picture of how dramatically segregation is increasing in the Fayette County schools can be seen by examining enrollment trends at the individual schools in the northern, southern, and central areas of the county during the last year and since 1982-83.

SEGREGATION TREND SEEN AT FOUR NORTHERN ELEMENTARIES DURING LAST YEAR AND SINCE 1982-83; DEEP SPRINGS STAYS WITHIN GUIDELINES

Northern, Mary Todd, and Russell Cave each began the five-year period beginning in 1982-83 with enrollments above 30 percent black students and had even higher black-student percentages in 1986-87. Linlee, which was hurt by student reassignments which pushed its enrollment from near racial balance to well over 30 percent black students this year, was the only northern elementary to have an enrollment inside the guideline during 1982-83 and outside the guideline five years later. Deep Springs, which benefited from student reassignments which restored racial balance after enrollment had fallen below 15 percent black, was the only northern elementary to begin and end the period with enrollments inside the guideline.

Northern: Black Enrollment Tops 50 Percent For First Time

Northern lost 43 white and gained 10 black students during the last year. This was a 13.1 percent white-student loss and a 3.6 percent black-student increase. The changes pushed Northern even further away from the enrollment ideal: its black enrollment jumped to 50.3 percent from 45.9 percent last year. The loss of more than one classroom of students also further reduced Northern's capacity utilization rate: it operated at approximately 63.9 percent of capacity in 1986-87.

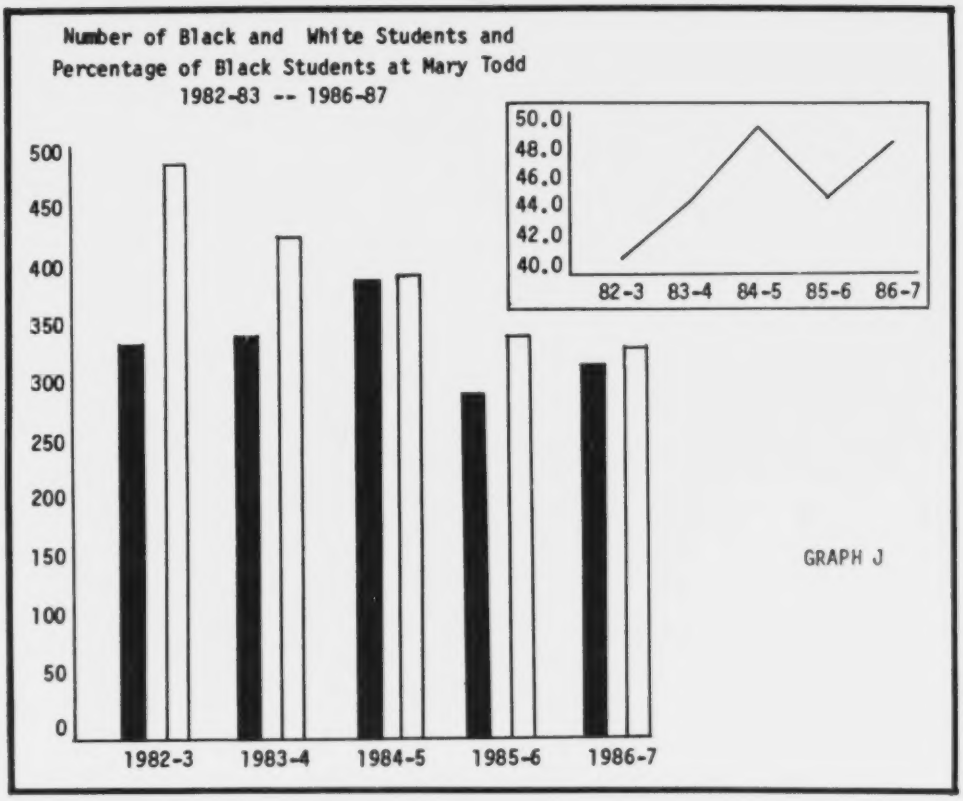


GRAPH I

During the five-year period, Northern lost more than one of four white students and added more than one black student for each five it had in 1982-83. Northern lost 111 white students--a decline of 28.0 percent--and added 52 black students--a gain of 22.0 percent. It has lost white students each year since 1982-83 except during 1985-86; it has added black students each year since 1983-84. The percentage of blacks attending Northern rose from 37.3 percent black students in 1982-83, to 41.9 in 1983-84, 46.0 in 1984-85, 45.9 in 1985-86, and to 50.3 percent black students this year.

Mary Todd: Adds 30 Blacks, Loses 10 Whites

At Mary Todd, black enrollment in 1986-87 grew to 48.9 from 45.6 percent last year due to the addition of 30 black and the loss of 10 white students. It added 10.6 percent more black students and lost



GRAPH J

3.0 percent of its white students between 1985-86 and 1986-87. Operating at approximately 78.6 percent of capacity, Mary Todd was the most crowded northern elementary in 1986-87.

Since 1982-83, Mary Todd also lost almost one of every three of its white students--153 or 31.9 percent. It has lost white students annually since 1983-84 and added black students each year since 1982-83 except during 1985-86, when redistricting reduced its black-student enrollment. The lingering effect of redistricting also reduced the number of black students at Mary Todd during 1986-87 to below the 1982-83 level, making it the only northern elementary to lose black students during the five-year period.

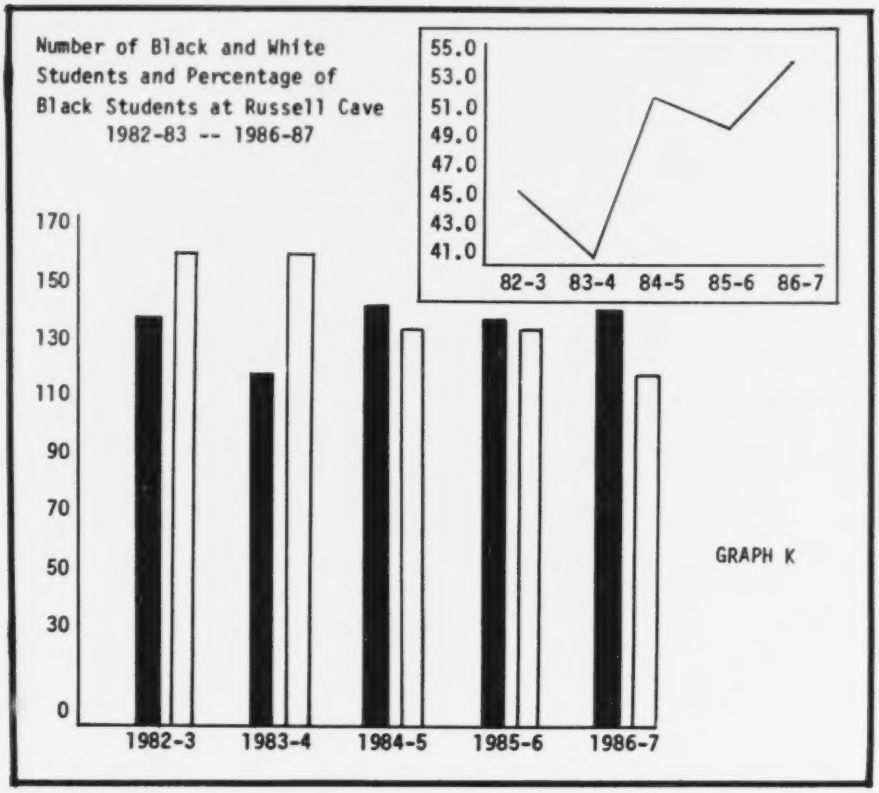
The redistricting, however, did not pull Mary Todd's black/white student ratio anywhere near the enrollment ideal. Blacks were 40.6

percent of Mary Todd's students in 1982-83, 44.6 in 1983-84, 49.7 percent in 1984-85, 45.6 in 1985-86, and back up to 48.9 percent this year.

Russell Cave: Operating at Just Over Half of Capacity

Russell Cave lost 18 white and added three black students between 1985-86 and 1986-87, and blacks grew from 50.6 to 54.8 percent of all students, a 15-year high. This was a loss of 13.7 percent of its white students and a 2.2 percent black-student gain. Operating at only about 52.5 percent of capacity, Russell Cave was the least crowded of any elementary in the three regions.

Between 1982-83 and 1986-87, Russell Cave lost almost one of

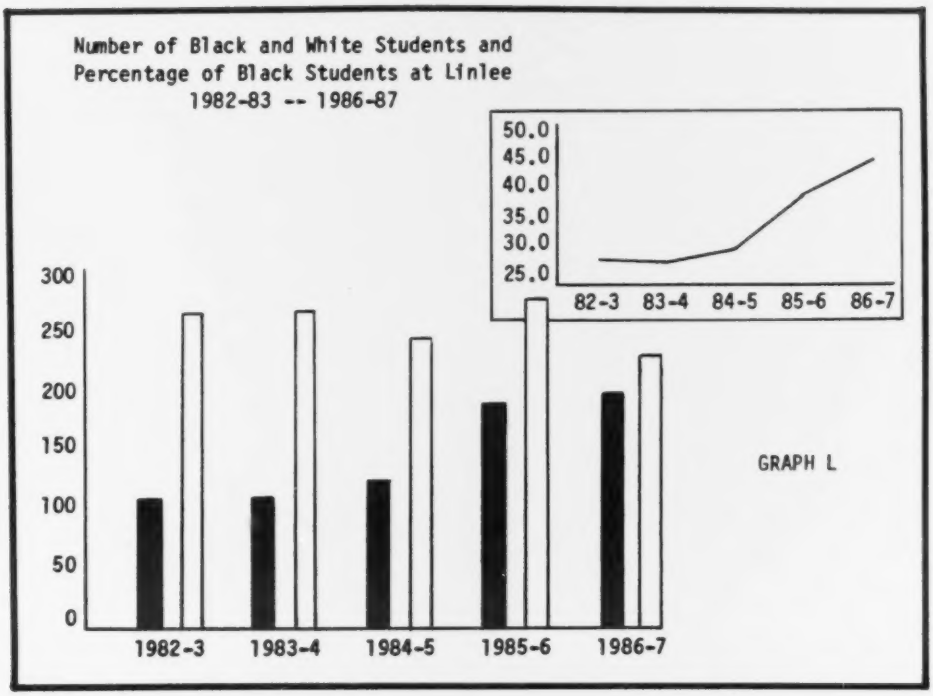


GRAPH K

three white students--48 or 29.8 percent--and added four black students or 3.0 percent. It has lost whites during four of the last five years. Blacks made up 45.2 percent of all Russell Cave students in 1982-83, 41.0 in 1983-84, and 51.8 percent in 1984-85 before falling to 50.6 percent last year and rising to 54.8 percent in 1986-87.

Linlee: Has Largest Percentage Black-Student Increase

Linlee has experienced a dramatic increase in segregation during the last two years as a result of student reassignments made by district officials. Between 1984-85 and 1985-86, district officials reassigned 76 black and 32 white students to Linlee. The additions raised Linlee's black-student enrollment from 30.5 percent in



GRAPH L

1984-85 to 39.8 percent last year. This year, black-student enrollment jumped to 45.9 percent due to the addition of nine black and the loss of 51 white students. The loss of almost one of five white students in one year--the largest white-student loss at any of the northern elementaries--compares to a gain of 18 white students during the previous four years.

Between 1982-83 and 1986-87, Linlee lost 41 white students, a 15.3 percent drop, and added 92 black students, a gain of 91.1 percent. It has added black students annually since 1983-84. Blacks were 27.4 percent of Linlee's students in 1982-83 and 27.3 percent in 1983-84. Linlee operated at 62.5 percent of capacity in 1986-87.

Deep Springs: Stays Within Ideal Range for Second Straight Year

In contrast to the loss of 51 white students at Linlee this year after redistricting dramatically increased segregation, Deep Springs lost only two white students between 1985-86 and 1986-87 after redistricting moved its black/white student ratio into the ideal range during the previous year. Blacks were 24.0 percent of all students this year after redistricting raised the percentage of black students from 14.4 percent in 1984-85 to 23.2 percent last year. Before that, Deep Springs was 18.2 percent black in 1982-83 and 16.0 percent black in 1983-84.

Although Deep Springs was the only northern elementary to begin and end the five-year period with a black/white ratio inside the ideal, it was also only one of two northern elementaries to lose whites students during each year since 1982-83. It has lost 84 whites--a 15.2 percent decline--and added 25 blacks--a gain of 20.3 percent--during the five-year period. It operated at about 61.7

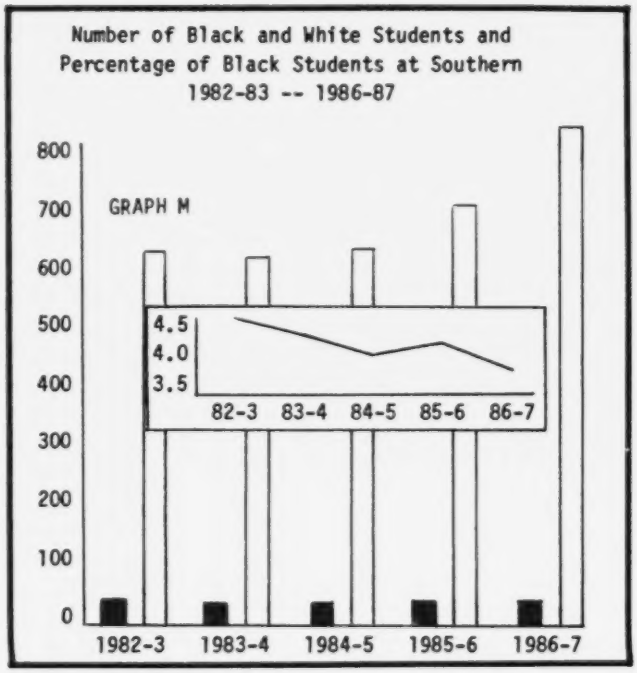
percent of capacity during 1986-87.

FIVE OF SEVEN SOUTHERN ELEMENTARIES HAVE BELOW 15 PERCENT BLACK STUDENTS EACH YEAR SINCE 1982-83; MILL CREEK AND TATES CREEK INSIDE RECOMMENDED RANGE

Southern, Glendover, Julius Marks, Lansdowne, and Stonewall elementaries each began and ended the five-year period beginning in 1982-83 with fewer than 15 percent black students. Mill Creek, the only elementary that began the period with black-student enrollment between 15 and 30 percent, was one of two elementaries to end the period inside the guideline. Tates Creek began the period with 12 percent black students, but has had over 15 percent black students annually since 1984-85.

Southern: Four Portables Used at Second-Most Segregated Elementary

Southern Elementary added 136 whites during the last year, a gain of 19.4 percent or close to five full classrooms of white students. The additions were more than five times the 25 whites Southern added between 1982-83 and 1985-86. Southern added more whites and a higher percentage of whites than any of the other southern elementaries during the last year. Combined with the

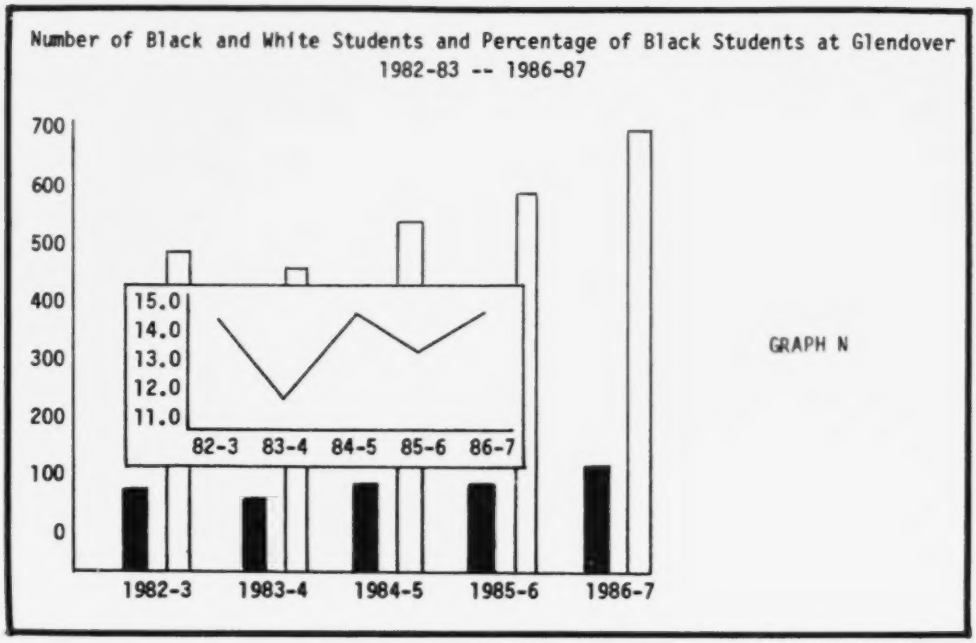


addition of only one black student, the huge white-student gain caused the percentage of blacks at Southern to fall to 3.6 from 4.1 percent last year. Its utilization rate, which was raised to 86.1 percent of capacity, was aided via the use of four portable classrooms.

Southern has added increasingly large numbers of white students during each of the last three years: 14 in 1984-85, 67 in 1985-86, and 136 this year. Between 1982-83 and 1986-87, it added 205 whites and only one black student--gains of 24.5 and 3.0 percent, respectively. Since 1982-83 Southern has never had more than 4.5 percent black students.

Glendover: Adds More Whites In Last Year Than In Previous Four

Glendover, like Southern, added more white students during the last year than during all of the previous four years combined.



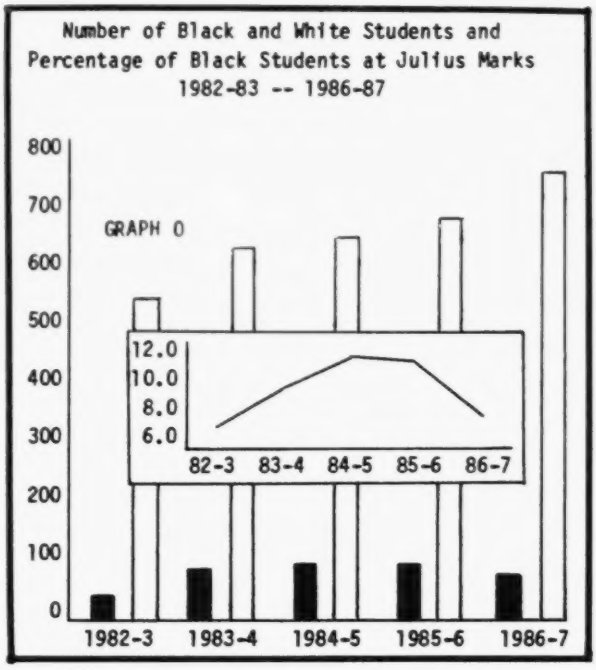
GRAPH N

Glendover added 93 whites between 1985-86 and 1986-87, a gain of 15.8 percent, and 26 blacks--a 28.3 percent increase. The large black-student increase caused Glendover's black enrollment to rise to 14.7 percent from 13.5 percent of all students last year. It used one portable and operated at approximately 84.1 percent of capacity.

Since 1982-83, Glendover has added 191 white students--221 during the last three years alone--for a five-year gain of 38.8 percent white students. It has also added 35 black students, a gain of 42.2 percent. As a result, Glendover's black/white ratio has changed little: blacks were 14.4 percent of all students in 1982-83 and 14.7 percent in 1986-87. Blacks have never been more than 14.7 percent of Glendover's students during the five-year period.

Julius Marks: Six Portables Prevent Need To Reassign Students

Julius Marks added 69 whites between 1985-86 and 1986-87, a gain of 10.1 percent. It was the fifth consecutive year that Julius Marks added whites and the third consecutive year in which it added a higher number of whites. Coupled with the loss of 29 black students--a loss of exactly one of every three blacks enrolled last year--Marks' black-student enrollment fell to 7.1

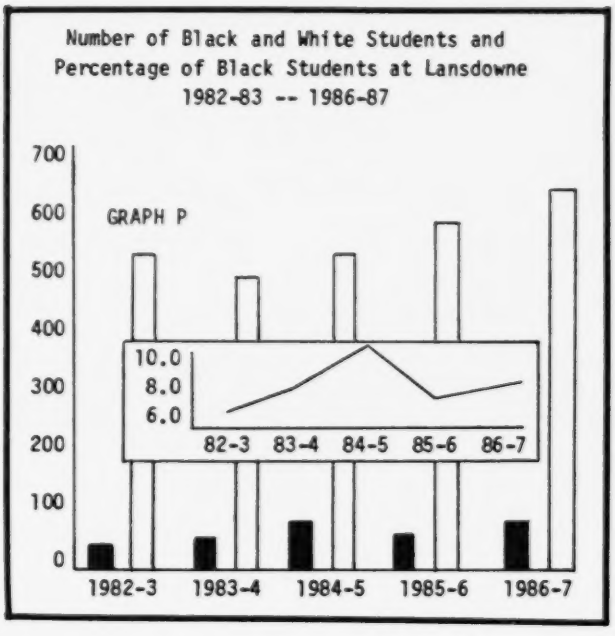


percent in 1986-87 from 11.3 percent in 1985-86.

During the five-year period, Julius Marks added 226 whites, a 42.8 percent gain, and 20 blacks, a 52.6 percent increase. Marks' black-student population stood at 6.7 percent in 1982-83 compared to 7.1 percent this year. It added more whites and a higher percentage of whites between 1982-83 and 1985-86 than any southern elementary. To accommodate the increased enrollment, Marks used six portable clasrooms during 1986-87 and operated at about 80.6 percent of capacity. Its black enrollment has never been above 11.8 percent during any of the last five years.

Lansdowne: Most Crowded Southern Elementary

Lansdowne Elementary added 55 white students between 1985-86 and 1986-87, the third consecutive year that it has added whites. The 9.5 percent white-student increase combined with the addition of 11 or 22.4 percent more black students lifted Lansdowne's enrollment slightly to 8.6 percent black this year from 7.8 percent last year. Operating at approximately 88.4 percent of capacity during 1986-87, Lansdowne was the most crowded southern elementary, but it was not assigned any portable classrooms.



For the five-year period,

Lansdowne added 119 whites, a gain of 23.1 percent, and 24 blacks, a gain of 66.7 percent. Blacks were 6.5 percent of all students in 1982-83 compared to 8.6 percent in 1986-87. Lansdowne has added both black and white students during four of the last five years, but since 1982-83 it has never had more than 10.5 percent black students.

Mill Creek: Black/White Student Ratio Returns to Within Ideal Range

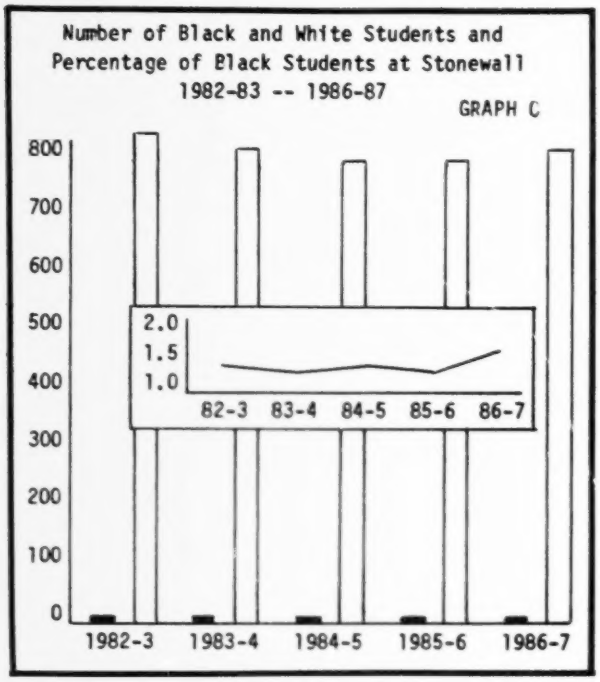
Mill Creek also added more white students during the last year than during all of the previous five years combined. Forty-seven more whites attended Mill Creek in 1986-87 than in 1985-86, a gain of 7.6 percent. However, the addition of 30 blacks--a 30.3 percent increase--pushed Mill Creek back into compliance with the ideal enrollment guideline with 16.3 percent black students, up from 13.9 percent last year. It used two portables and operated at 83.0 percent of capacity.

For the five-year period, Mill Creek added 38 white and lost four black students. This was a white-student gain of 6.1 percent and a black-student loss of 3.0 percent. With blacks enrollment at 17.6 percent of all students in 1982-83 and 16.3 percent this year, Mill Creek was the only southern elementary to begin and end the period with black-student enrollment above 15 percent. During each of the last two years, however, Mill Creek has added a larger number of white students.

Stonewall: Two Portables Used At District's Most-Segregated Elementary

Stonewall--the most segregated elementary in Fayette County--also added more whites during the last year than during all of the previous four years combined. The addition of 35 or 4.6 percent more white

students and the addition of three blacks raised its total black enrollment to 12 or 1.5 percent of all students from 1.2 percent last year. The use of two portables helped reduce its utilization rate to 75.6 percent of capacity.



For the five-year period, Stonewall lost 34 whites and added one black student. Blacks were 1.3 percent of all students in 1982-83 and 1.5 percent in 1986-87. Black students have never been more than 1.5 percent of Stonewall's students during any of the last five years.

Tates Creek Elementary: Inside Ideal Range for Third Straight Year

Tates Creek Elementary added 19 whites, a 3.0 percent increase, and seven blacks, a 5.6 percent increase, during the last year. Blacks rose to 16.5 percent from 16.2 percent of all students, the third consecutive year that the elementary has been inside the recommended black-student range. The seven portables it used were more than any other elementary, but, unlike at five of the other southern elementaries, the portables were not used to help maintain a racially imbalanced enrollment.

Tates Creek has lost 27 whites and added 37 blacks since 1982-83. The 3.9 percent loss of white students and the 39.4 percent

black-student gain lifted its enrollment from 12.0 percent blacks in 1982-83 to 16.5 percent five years later. It has added white and black students during three of the last five years, but it has added a larger number of white students during each of the last two years.

MOST CENTRAL-AREA ELEMENTARIES LOSE BLACK AND WHITE STUDENTS DURING THE LAST YEAR, BUT OVERALL BLACK-STUDENT PERCENTAGE FALLS FOR FIRST TIME IN FIVE YEARS

In the central-area of Fayette County, Booker T. Washington, Russell, Johnson, and Ashland had more than 30 percent black enrollment during each of the last five years. Maxwell moved from having a black/white enrollment within the guideline during 1982-83 to having more than 30 percent black students this year. Harrison's enrollment moved in the opposite direction: it moved from 31.6 percent black in 1982-83 to 27.9 percent black in 1986-87. During the last year, the black-student percentage rose at four central-area elementaries .

Booker T. Washington and Johnson were the only central-area elementaries to lose both black and white students during the last year. Washington lost 14 or 8.7 percent of its white students and 23 or 8.4 percent of its black students. The changes increased its black-student population to 63.0 from 62.9 percent last year.

Between 1982-83, when its enrollment was 58.2 percent black, and 1986-87, Washington's white-student enrollment remained unchanged but it added 45 black students--a gain of 21.9 percent. Washington's black-student percentage rose during all but one of the last five years and it has never had fewer than 58 percent black students since 1982-83. It operated at 54.5 percent of capacity in 1986-87.

Johnson had 43 fewer white students and 11 fewer black students

between this year and last. These were losses of 20.8 percent and 6.3, respectively. Johnson lost more white students during the last year than it did during the previous four years combined, and more white students than all of the other downtown-area elementaries combined. Its black-student enrollment increased to 47.0 percent from 45.8 in 1985-86.

During the last five years Johnson lost 12 or 6.8 percent of its black students and gained 11 or 6.3 percent more white students. Its black-student percentage, which stood at 50.3 percent in 1982-83, has moved erratically up and down during the last five years, but it has never dipped below 43.0 percent. Johnson's 1986-87 enrollment utilized 62.3 percent of the school's capacity.

Russell lost 57 blacks during the last year--more than all of the other downtown-area elementaries combined. The 20.0 percent loss combined with the addition of two white students to reduce Russell's black-student percentage to 60.3 from 65.8 percent black students.

Between 1982-83 and 1986-87, Russell added 39 black students and 10 white students--gains of 20.6 and 7.1 percent, respectively. During the four-year period prior to the last year, Russell's black-student percentage had risen annually from 57.4 percent in 1982-83 to 60.3 percent of all students in 1985-86. It was the most-crowded central-area elementary by using 79.4 percent of its capacity during 1986-87.

Although Harrison was the only downtown-area elementary to have its black/white student ratio move from outside to inside the enrollment ideal during the last five years, its black-student enrollment will top 30 percent next year if the enrollment changes of the last year are repeated. The loss of 27 white and the addition

of 18 black students during the last year caused Harrison's black-student enrollment to jump to 27.9 percent from 21.9 percent of all students last year. The loss of 10.1 percent of its white students was larger than the white-student loss of the previous four years combined; the addition of 24.0 percent more black students was larger than the black-student gain of the previous four years combined.

Between 1982-83, when its enrollment was 31.6 percent black, and 1986-87, Harrison lost 28 or 10.4 percent of its white students and 31 or 25.0 percent of its black students. These were the largest losses of any central-area elementary during the period. Harrison's enrollment fell below 30 percent black because its black-student losses exceeded its white-student losses during the five-year period. Harrison operated at only about 54.1 percent of capacity during 1986-87.

Maxwell and Ashland Operate Under Capacity and Have Over 30 Percent Black Students; Neighboring Cassidy is District's Most-Crowded Elementary and Has Less Than 10 Percent Black Students

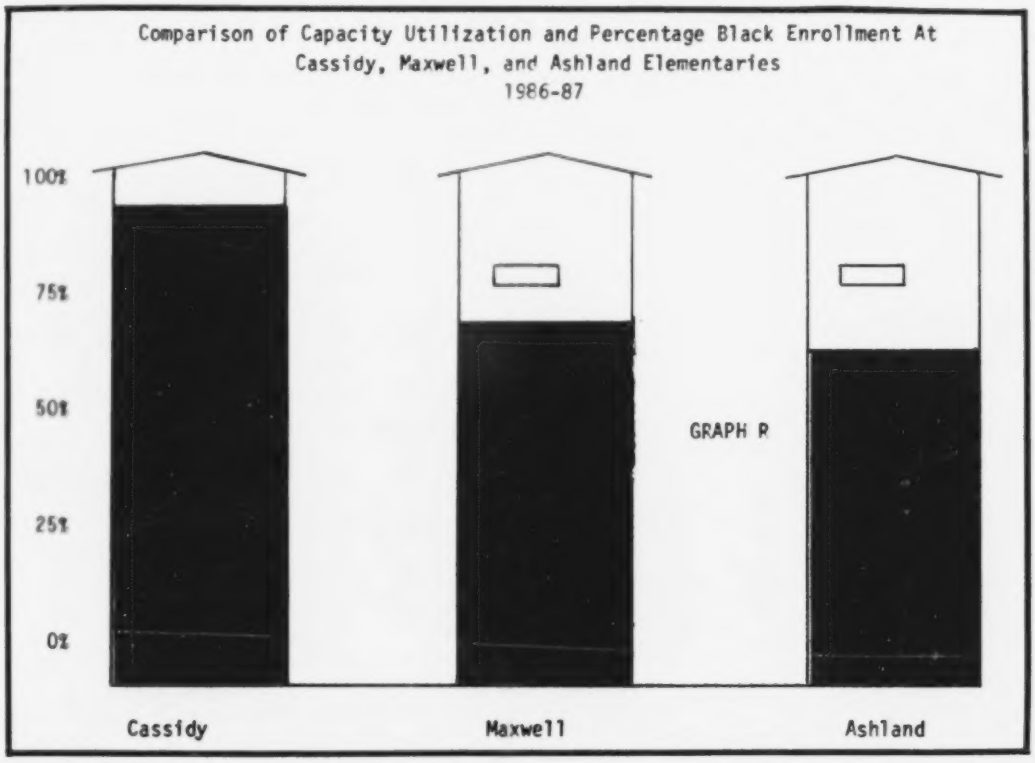
The two elementaries on the south side of downtown--Maxwell and Ashland--both had enrollments of over 30 percent black and operated at an average of about 64 percent of capacity while only blocks away from each Cassidy Elementary was assigned less than 10 percent black students and, with a utilization rate of 91.1 percent of capacity and despite the use of two portable classrooms, it was the most-crowded elementary in Fayette County.

Maxwell operated at approximately 66.7 percent of capacity during 1986-87. It added more black students during the last year than all of the other downtown-area elementaries combined. It added

29 or 24.8 percent more blacks and seven or 2.7 percent more whites. Its black-student percentage rose from 31.2 percent in 1985-86 to 35.5 percent this year, a five-year high.

When it had 28.9 percent black students five years ago, Maxwell was the only downtown-area elementary to be in compliance with the enrollment ideal recommended by Judge Swinford. Its enrollment increased to 31.3 percent black in 1983-84, and it has been outside the enrollment ideal ever since. Between 1982-83 and 1986-87 Maxwell added 28 black students--a gain of 23.7 percent--and lost 25 white students--a loss of 8.6 percent.

Ashland operated at about 62.2 percent of capacity this year. Its black-student percentage has decreased for the last three years: from 39.2 percent black students in 1984-85 to 37.7 percent last year, and to 33.7 percent blacks students this year. During the last



year it added 33 whites and lost five blacks; since 1982-83, it has added 30 whites and 18 blacks. Its enrollment was 33.1 percent black in 1982-83 and 36.9 percent black in 1983-84.

In contrast, just to the south of these schools, is Cassidy--an elementary which has not had more than 11 percent black students during the last five years and, with an average of 27.9 students per classroom, is very near the maximum classroom enrollment allowed by state law.

During the last year Cassidy added five black and 27 white students, and its black-student enrollment rose to 9.5 from 9.2 percent. Between 1982-83, when its enrollment was 7.3 percent black, and 1986-87, Cassidy added 18 black and 46 white students. Blacks were 7.3 percent of all students in 1982-83, 8.7 percent in 1983-84, and 6.5 percent in 1984-85.

The segregation trend seen in the elementary schools in the northern, southern, and central sections of Fayette County has also been occurring at some of the junior- and senior-high schools serving each region. While the increased segregation in the secondary schools is not as pervasive as in the elementaries, in some cases it has been just as persistent over time, and at several schools during the last year or two, segregation has accelerated.

SEVERAL NORTHERN AND SOUTHERN SECONDARY SCHOOLS EXPERIENCE INCREASED SEGREGATION

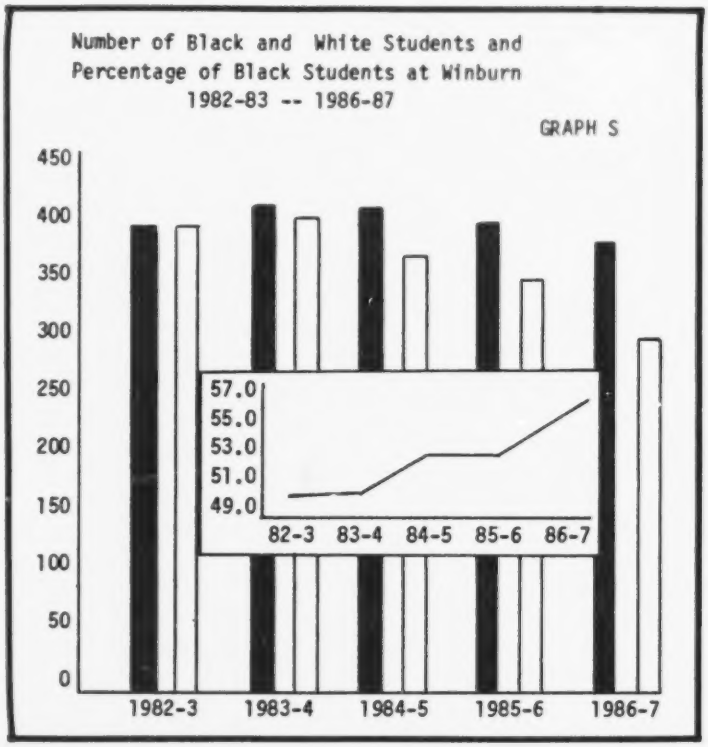
At the three northern secondary schools, Bryan Station JHS and Winburn each lost more white students during the last year than during the previous four years combined. Bryan Station SHS lost whites for the fifth consecutive year, and its black-student percentage increased during the last year by more than during any of

the previous five.

Two of the three high schools located south of the central business district--Henry Clay and Lafayette--added more white students during the last two years than all three of the southern-area high schools added between 1982-83 and 1986-87. Enrollment at Lexington Junior High School, the only secondary school in the central region, moved back above 30 percent black students during the last year after being inside the enrollment ideal for two years.

Winburn and Bryan Station JHSs Experience Worst White-Student Losses In Five Years

Winburn Junior High School lost more white students during the last year than during the previous four years combined, and it lost both more white and black students during the last year than during any of the previous five. The losses caused its black-student percentage to make its worst increase in five years to an all-time high.



Winburn lost 61 white and 18 black students during the last year: 17.5 percent

of its white students and 4.6 percent of its black students. The losses raised its enrollment to 56.7 from 53.1 percent black last year.

Winburn's black-student percentage has increased annually since 1982-83. Blacks were 49.9 percent of Winburn's enrollment in 1982-83, 50.4 percent in 1983-84, 53.0 percent in 1984-85, and 53.1 in 1985-86 before rising to 56.7 percent this year. Winburn lost 104 white students--26.6 percent or over one of four--and 14 black students between 1982-83 and 1986-87. It lost black and white students during four of the last five years.

Bryan Station Junior High School also lost more white students during the last year than during the previous four years combined. Its white-student loss during the last year was the highest of the last five years and its black-student loss was as high as the previous high.

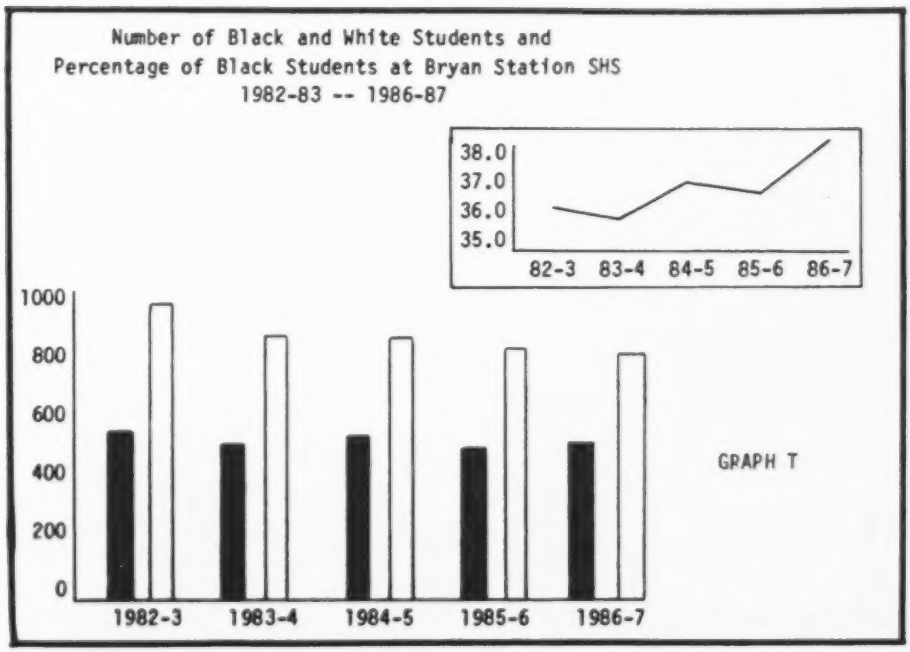
Bryan Station JHS lost 43 whites, a 7.8 percent decline, and eight blacks, a loss of 7.9 percent between 1985-86 and 1986-87. The losses left its black/white student ratio unchanged from last year at 15.6 percent black students.

Despite the unsettling white-student loss of the last year, Bryan Station JHS has had by far the most stable enrollment of any school in the northern region during the last five years. In contrast to Winburn--which began the five-year period with a black/white student ratio outside the guideline and had a higher percentage of black students each year--Bryan Station JHS began and ended the five-year period inside the ideal enrollment range. Blacks were 15.6 percent of all its students in both 1982-83 and 1986-87. It had only 24 fewer white and five fewer black students during 1986-87 than during 1982-83, and its black-student enrollment slipped below 15 percent only in 1983-84.

Bryan Station SHS Loses Whites For Fifth Straight Year; Lafayette and Henry Clay Add Large Numbers of Whites During Last Two Years

The loss of 23 white students and the addition of 20 black students at Bryan Station SHS during the last year caused its black-student enrollment to increase by more than any of the last five to its highest level ever. Blacks made up 38.4 percent of its students during 1986-87 compared to 36.8 percent last year. The loss of 23 white students was a 2.8 percent decrease from 1985-86 and the 20 additional black students were a 4.1 percent increase .

Between 1982-83 and 1986-87, Bryan Station SHS lost a total of 153 white and 42 black students--losses of 15.9 percent of its white students and 7.7 percent of its black students. Blacks were 36.2 percent of all students at Bryan Station SHS in 1982-83 and 38.4 percent five years later. The school has lost white students annually since 1978-79.



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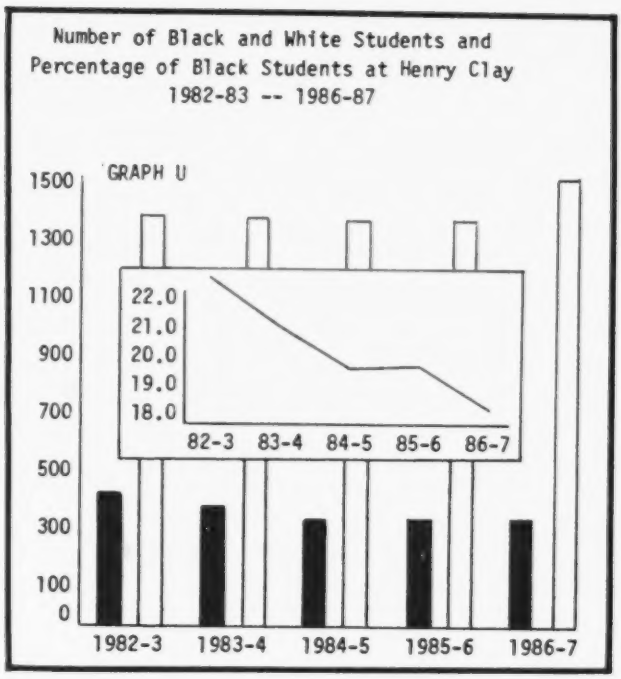
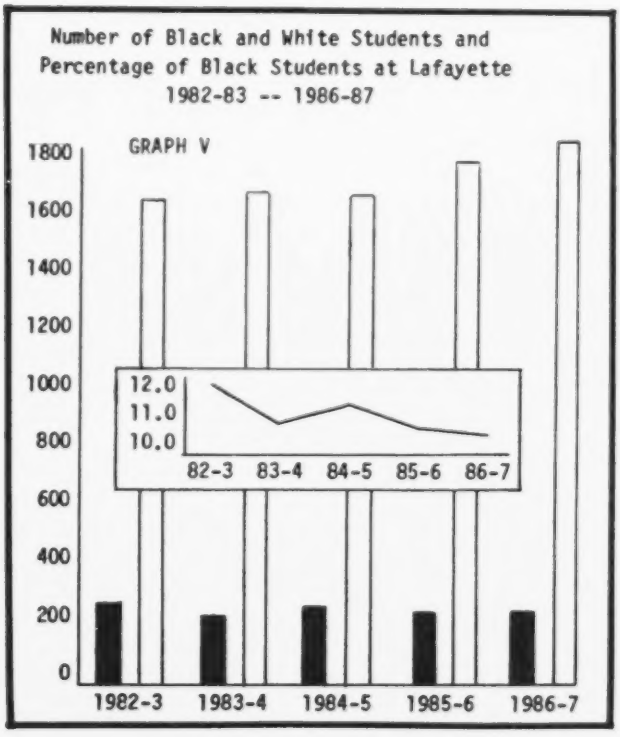
In contrast, Henry Clay High School has added 156 white students and Lafayette High School has added 146 white students during the last two years alone. Henry Clay added 153 white students during the last year compared to a loss of 19 whites duirng the previous four years. Lafayette added 38 whites during the last year--the fourth consecutive year it has added white students.





At Henry Clay, blacks were 18.1 percent of all students this year compared to 19.8 percent last year. Lafayette's black-student enrollment also declined--to 10.2 from 10.5 percent of all students in 1985-86.

For the five-year period, Henry Clay added 113 white students--a gain of 8.1 percent--and lost 81 black students--19.6 percent or almost one of every five black students it had in 1982-83. Its black/white

ratio, however, always stayed within the enrollment ideal. Blacks were 22.9 percent of all students in 1982-83, 21.0 percent in 1983-84, 19.5 percent in 1984-85, and 19.8 percent last year before falling to 18.1 percent this year.

Lafayette's black-student percentage also declined during the five-year period, but unlike Henry Clay, its black/white ratio never fell within the recommended range. Blacks were 12.0 percent of all students in 1982-83, 10.8 percent in 1983-84, 11.4 percent in 1984-85, 10.5 percent in 1985-86, and 10.2 percent this year. Lafayette has added 193 whites and lost 15 blacks since 1982-83.

Comparing black-student enrollments at the four high schools, Bryan Station's 1986-87 enrollment of 505 blacks was almost three times more than the 171 black students attending Tates Creek, about two and one-half times the 205 blacks attending Lafayette, and about one and one-half times the 332 black students attending Henry Clay. Two of every five black high-school students in Fayette County--41.6 percent--attended Bryan Station SHS.

Effects of Redistricting Are Short-Lived As Lexington JHS Moves Back Above 30 Percent Black

Lexington Junior High School's black/white student ratio moved back above 30 percent black in 1986-87 following two years in which redistricting had added enough whites to push black enrollment below 30 percent. Its enrollment grew to 31.1 from 29.7 percent black students last year due to the loss of three blacks and 39 whites.

During the last two years, Lexington JHS has lost 60 white students. During the previous two years, the redistricting of white students from a non-contiguous zone which had been assigned to Morton added 149 whites to Lexington. The change helped reduce the

percentage of blacks at Lexington to below 30 percent during 1984-85 and 1985-86. (At Morton, the positive effects of redistricting were even briefer: its enrollment moved inside the guideline during 1983-84, but it has had fewer than 15 percent black students each year since.)

Since 1982-83, Lexington JHS has added 25 black and 89 white students. These were gains of 24.0 percent black students and 13.7 percent white students. Blacks were 33.0 percent of all students in 1982-83, 30.4 percent in 1983-84, 29.6 percent in 1984-85, and 29.7 percent last year before rising to 31.1 percent this year.

ELEVEN OTHER SCHOOLS HAVE ENROLLMENTS OUT OF RECOMMENDED RANGE

Eleven other schools--six elementary, five junior high, and one senior high school--failed to have enrollments of between 15 and 30 percent black students during the last year in addition to those already discussed. They are Athens, Cassidy, Garden Springs, James L. Allen, and Yates elementaries; Beaumont, Jessie Clark, Leestown, Morton, and Southern junior high schools; and Tates Creek Senior High School.

With the exceptions of Yates and Morton, all of the schools have been assigned racially imbalanced enrollments every year since 1982-83. Yates and Leestown were the only schools assigned more than 30 percent black students.

At Yates, enrollment moved above 30 percent black for the first time since school desegregation began. It was 30.8 percent black in 1986-87 compared to 29.6 percent last year. Before that, blacks were 21.3 percent of all students in 1982-83, 24.4 percent in 1983-84, and 25.0 percent in 1984-85. Yates has lost 105 white students and

added 27 black students since 1982-83.

Leestown's enrollment was over 30 percent black for the second consecutive year. Blacks were 30.3 percent of all students this year and 30.7 percent last year. Before that, Leestown was 27.8 percent black in 1982-83, 26.5 percent black in 1983-84, and 25.1 percent black in 1984-85. It has lost 51 white and added one black student(s) during the last five years.

All of the other schools outside the guideline have had fewer than 15 percent black students each year since 1982-83. At the elementary level, they include Athens--2.9 percent black--which is several miles from the large number of black students living in the central area, and Cassidy--9.5 percent black--which is located only several blocks from the central area.

Garden Springs, with 12.1 percent black students, had its highest percentage of black students of the last five years. However, at James L. Allen, located just to the north of Garden Springs, blacks were 12.1 percent of enrollment, its lowest black-student percentage of the last five years.

The junior highs with the lowest percentages of black students--Jessie M. Clark and Southern--are both located in the southern area of the county. Clark, with 1.0 percent black students, is the most segregated school in Fayette County. Southern's 1986-87 enrollment included 9.5 percent black students.

At the two remaining junior highs, blacks were 9.9 percent of all students at Beaumont and 14.6 percent of all students at Morton.

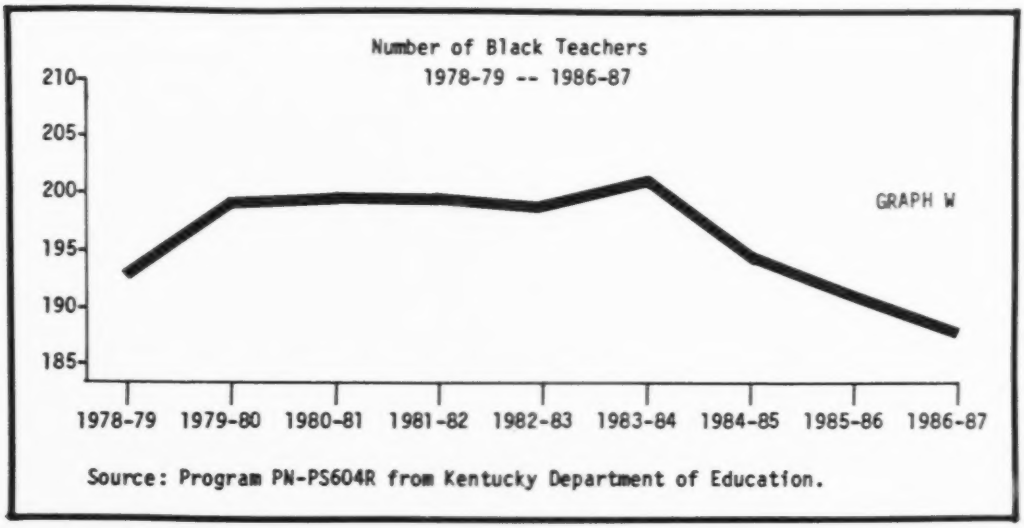
Between 1982-83 and 1986-87, each of the junior high schools with fewer than 15 percent black students lost white students. Beaumont lost 117 whites, Clark lost 147, Leestown lost 51, Morton

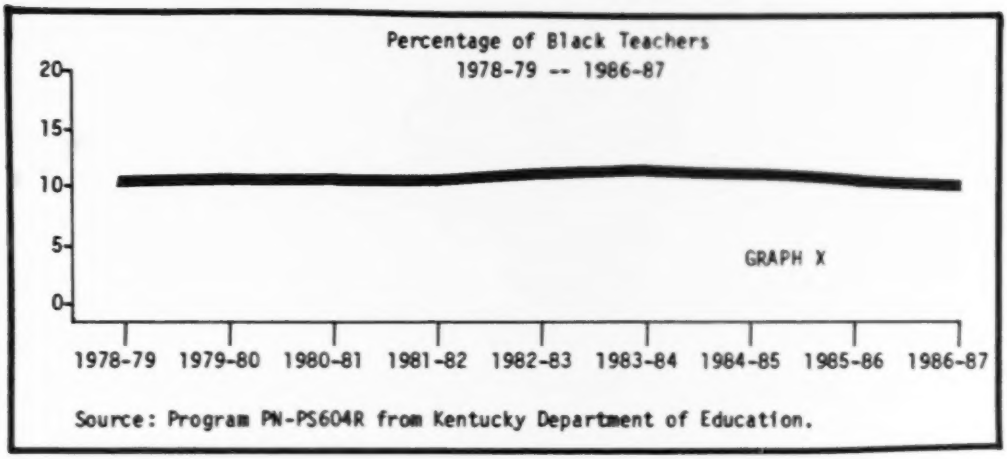
lost 115, and Southern lost 139 whites. Little change occurred in the number of black students at any of the schools during the five-year period.

Finally, black enrollment at Tates Creek Senior High School rose to 12.1 percent this year from 11.2 percent last year. Tates Creek SHS has not had more than 13.0 percent black students since school desegregation began.

BLACK TEACHER EMPLOYMENT FALLS TO NINE-YEAR LOW

District officials employed fewer black teachers than in any of the last nine years and the percentage of black teachers was tied for a nine-year low during 1986-87. A total of 187 black teachers made up 10.5 percent of all Fayette County teachers this year. This was a decline from last year when 191 blacks were 10.9 percent of all teachers. District officials have employed fewer black teachers for four consecutive years: 201 in 1983-84, 194 in 1984-85, 191 in 1985-86, and 187 in 1986-87.



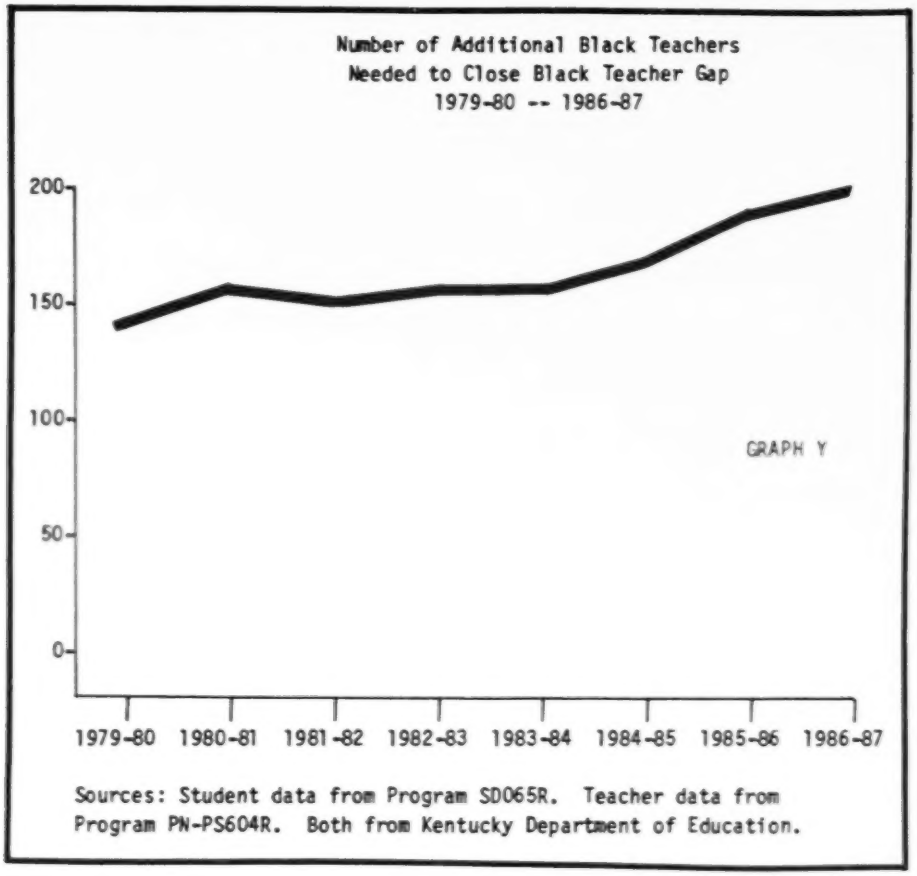


In contrast, officials employed more white teachers for the third consecutive year. They employed 1,529 white teachers in 1984-85, employed 39 more white teachers in 1985-86 to reach a total of 1,568, and employed 24 more white teachers since then to raise the total number of white teachers to 1,592 in 1986-87.

Black Teacher Gap Worst In Eight Years

The decline in the percentage of black teachers coupled with an increase in the percentage of black students to 21.7 percent of all students in 1986-87 from 21.5 percent last year lifted the Black Teacher Gap to its worst level of the last eight years. To raise the percentage of black teachers from 10.5 percent of all teachers to parity with the percentage of black students at 21.7 percent of all students without increasing the total number of teachers, district officials needed to hire an additional 199 black teachers

This was an increase of 12 black teachers from last year, when 187 additional black teachers were needed to bring parity to the percentages of black teachers and black students. With two minor exceptions, the Black Teacher Gap has grown worse each year since



1979-80.

The loss of four black teachers and the addition of 113 black students during the last year caused the ratio of black teachers to black students to rise to its worst level of the last eight years.

District officials employed one black teacher for each 35.5 black students during 1986-87. Last year there was one black teacher for each 34.1 black students. The ratio of black teachers to black students has grown worse during each of the last four years. The best black teacher/black student ratio of the eight-year period occurred during the first year--1979-80--when district officials employed one black teacher for each 30.4 black students.

Overall Distribution of Teachers More Racially Balanced But Schools With Highest Percentage of Black Students Have Most Black Teachers

For the third consecutive year fewer schools were assigned teaching staffs not racially balanced with the system-wide ratio of black and white teachers for each school level. Twenty-five of forty-five schools--55.6 percent--were assigned black/white teacher ratios not racially balanced with the guidelines established by Singleton.* Last year 60.0 percent of all schools were assigned racially imbalanced staffs, and in 1984-85, 68.9 percent of the schools had racially imbalanced staffs. Overall, district officials made the most desegregated distribution of black and white teachers since 1979-80.

However, a closer examination of those schools not assigned racially balanced teaching staffs reveals that the majority of schools assigned too many black teachers were also assigned too many black students.

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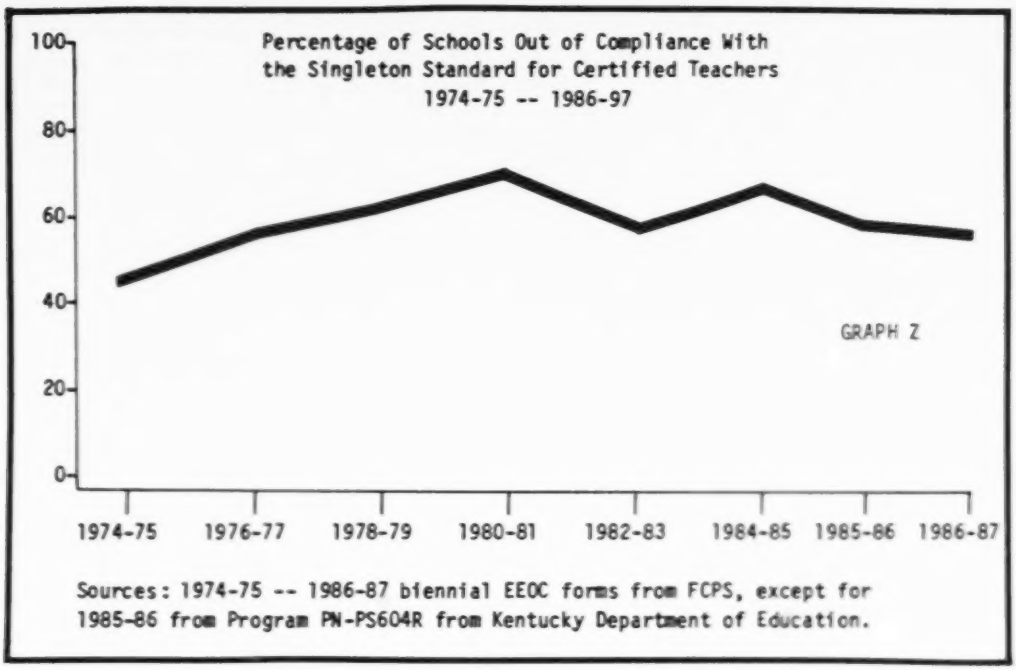
* Singleton v. Jackson Municipal Separate School District, 419 F. 2d 1218 (1969), requires that the ratio of minority group and majority group Student Serving Personnel in each school must be substantially the same as the ratio throughout the school system for that grade level. The decision states: "... The principals, teachers, teacher aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students ... the district shall assign the staff described above so that the ratio of Negro teachers to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system." In July, 1971, the U.S. Department of Health, Education, and Welfare accepted that part of the Fayette County Board of Education's desegregation plan which provided for the transfer of teachers to racially balance the faculty of each school with the system-wide black/white teacher ratio. At that time HEW wrote, "We find this provision of your plan to be totally acceptable and in accordance with the Singleton requirements."



Seven of the 14 schools assigned too many black students were also assigned too many black teachers as measured by Singleton. They were Booker T. Washington, Mary Todd, Maxwell, Northern, and Russell Cave elementaries; Winburn Junior High School; and Bryan Station Senior High School.

The schools which needed to lose the largest numbers of black teachers were Winburn Junior High School, which was assigned four more black teachers than the average number of black teachers assigned to the junior highs; Booker T. Washington and Maxwell elementaries, each of which needed to lose three black teachers to comply with Singleton; and Northern Elementary and Bryan Station Senior High School, each of which needed to lose two black teachers.

Nine schools needed to lose or add more than one black teacher to meet the Singleton guideline.

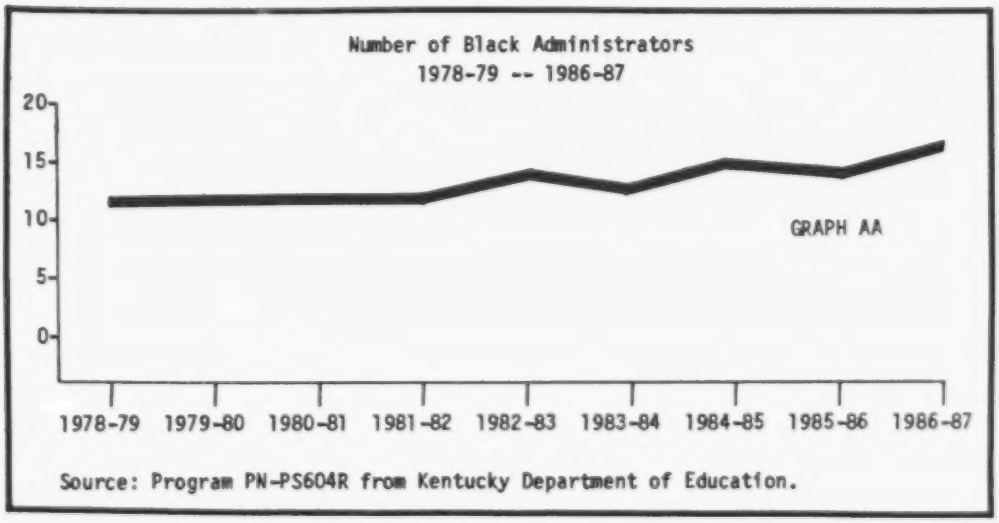
In contrast, of the 15 schools assigned too few black students,

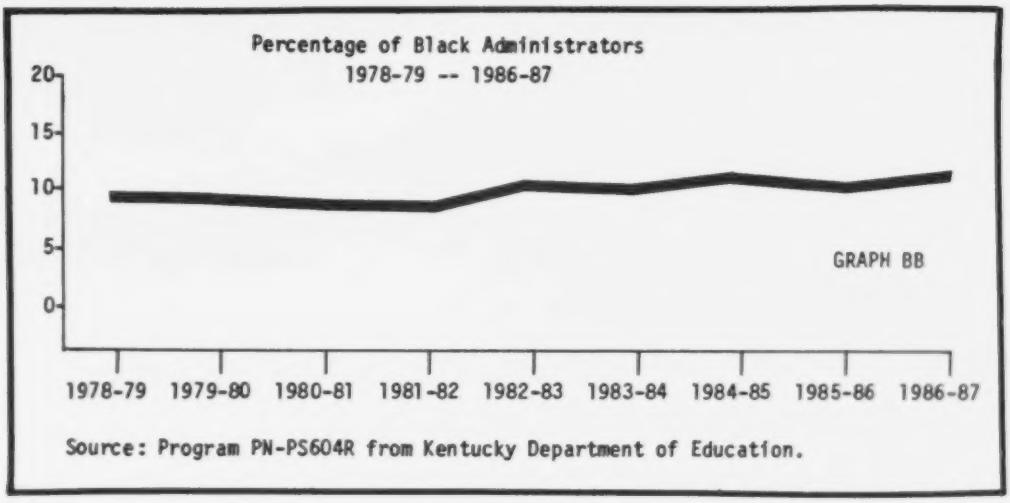
only five--33.7 percent--were also assigned too few black teachers. They were Garden Springs, Glendover, and Stonewall elementaries; Morton Junior High School; and Lafayette Senior High School.

The schools which needed to add the most black teachers to meet Singleton were Stonewall, which needed to add three black teachers, and the following schools, each of which needed to add two black teachers: Clays Mill, Garden Springs, and Tates Creek Junior High. All of the remaining schools with teaching staffs racially imbalanced with Singleton needed to lose or add one black teacher.

NUMBER AND PERCENTAGE OF BLACK ADMINISTRATORS REACH NINE-YEAR HIGH

District officials employed a higher number and percentage of black administrators during 1986-87 than during any of the previous nine years. Sixteen blacks were 11.8 percent of all principals, assistant principals, and guidance counselors in the Fayette County Public Schools this year. This was an improvement from last year, when 14 blacks were 10.4 percent of all administrators.



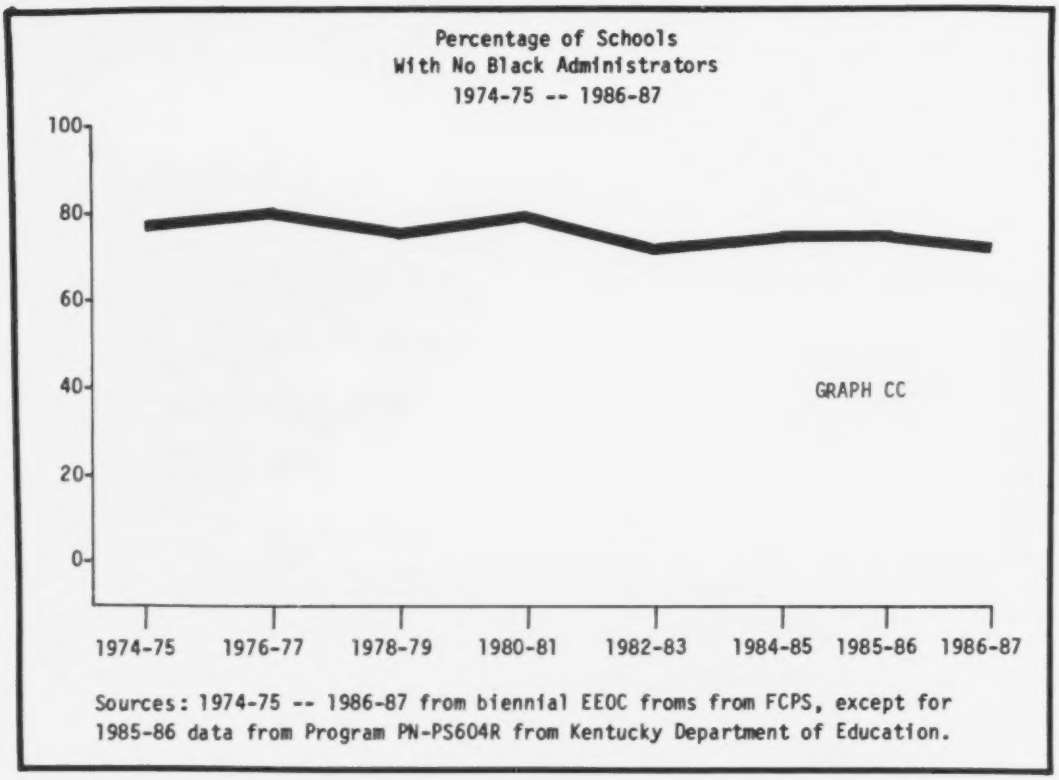


District officials added black administrators at Clays Mill and Millcreek elementaries during the last year. That raised the number of schools with at least one black administrator to 12 or 26.7 percent of all schools from 10 or 22.2 percent last year.

However, that still left 33 schools--almost three of four--without a single black administrator. That number could have been reduced slightly by reassigning one of the two black administrators assigned to Lexington Junior High School and Bryan Station Senior High School to another school.

For the second consecutive year, seven black administrators were assigned to those schools with more than 30 percent black students. However, their percentage of all black administrators fell to 43.7 percent from 50.0 percent last year due to the addition of two black administrators at schools with enrollments inside the guideline. Half of the schools with too many black students were also assigned 43.7 percent of all black administrators compared to 26.7 percent of all Fayette County schools which were assigned a black administrator.

The addition of two black administrators during the last year also helped improve the ratio of black administrators to black



Sources: 1974-75 -- 1986-87 from biennial EEOC froms from FCPS, except for 1985-86 data from Program PN-PS604R from Kentucky Department of Education.

students to its best level of the last nine years. District officials employed one black administrator for each 411 black students. Last year they employed one black administrator for each 462 black students. The previous low occurred during 1984-85, when one black administrator was employed for each 423 black students.

DISTRICT OFFICIALS FAIL TO REACH FINAL AFFIRMATIVE ACTION GOAL; FEWER BLACK TEACHERS EMPLOYED NOW THAN WHEN GOALS ESTABLISHED

During 1986 district officials failed for the third time to meet affirmative action goals for the employment of black teachers and counselors which they set for themselves in December 1980.

The affirmative action plan adopted by district officials called for blacks to be 13 percent of all teachers and 14 percent of all counselors by June 30, 1986; 12 percent of all teachers and counselors by June 30, 1984; and 11.5 percent of all teachers and 11

percent of all counselors by June 30, 1982.

While the goals call for increasingly higher percentages of black teachers and counselors, in reality, district officials employed fewer black teachers and a lower percentage of black teachers during 1986-87 than they did when the affirmative action plan was adopted in December, 1980. During the 1980-81 school year, district officials employed 199 black teachers who were 11.0 percent of all teachers. Six years later, 187 blacks were only 10.5 percent of all teachers. This was the lowest number and percentage of black teachers employed during the last nine years and, with a target of 14 percent black teachers by last June 30, the furthest district officials have ever been from their affirmative action goals for black teachers.

Blacks were 11.3 percent of all teachers in the fall of 1984 compared to the 12 percent goal set for June 30, 1984; and 11.4 percent of all teachers in the fall of 1982--almost even with their affirmative action goal of 11.5 percent black teachers set for June of 1984.

In the employment of black guidance counselors, district officials fell even further short of reaching their affirmative action goals than they did in their employment of black teachers.

This year, six black counselors were only 8.7 percent of all counselors--far from June 30, 1986 goal of 14 percent. District officials were also far from their earlier affirmative action goals for black counselors. In 1984, five blacks were 7.8 percent of all counselors; in 1982 six blacks were 9.4 percxent of all counselors; and in 1980 four blacks were 6.7 percent of all counselors.

CONCLUSIONS

Racial polarization is intensifying in the Fayette County Public Schools. More blacks and fewer whites are attending the elementaries in the northern sector of Fayette County. A large and growing number of whites--and more blacks--are attending the elementaries in the southern area of Fayette County. The central-area elementaries continue to have the highest percentage of black students.

The increasing racial polarization is cause for deep concern--if not alarm. District officials have the choice of either letting the resegregation trend continue or of taking action to bring racial balance to all schools. Their choice will affect nothing less than the educational, social, and economic future of the people of Fayette County for years to come.

In conjunction with the problem of racially imbalanced schools the current district assignment policy is also creating over-crowded conditions in almost all the southern elementaries and underutilization of capacity in almost all the northern and central elementaries. Based on an average elementary enrollment of 28 students in kindergarten through sixth grade as allowed by revisions to Kentucky Statute 157.360, during 1986-87 the southern elementaries operated at approximately 79.7 percent of capacity, the five northern elementaries operated at about 66.1 percent of capacity, and the central-area elementaries operated at only about 62.3 percent of capacity.

Over two times more students on average attended the southern-area elementaries as attended the central-area elementaries: 794 students per elementary in the south compared to 375 students per elementary in the central area. With an average of

500 students per elementary, enrollment in the northern elementaries averaged less than two-thirds as much as enrollment in the southern elementaries.

To illustrate: with 693 students, Lansdowne--the least-crowded southern elementary--had 65 more students than Mary Todd, the most-crowded northern elementary with an enrollment of 628 this year.

To accommodate their large and rapidly growing student populations, district officials assigned 23 of the school system's 29 portable classrooms to the southern elementaries during 1986-87. Six of the seven southern elementaries used portable classrooms: Glendover (two), Stonewall (two), Southern (four), Mill Creek (two), Julius Marks, (six), and Tates Creek (seven). Through the use of portable classrooms at the southern elementaries, district officials added capacity for 644 additional students based on the maximum average elementary enrollment of 28 students per classroom. In essence, the use of 23 portables has added the capacity of one whole school in the southern area.

Of the six other portables, two were used at Cassidy Elementary. With a utilization rate of 91.1 percent of capacity and an average of 27.9 students per classroom, Cassidy was the most crowded elementary in Fayette County during 1986-87. Like most of the southern elementaries where portable classrooms are used, Cassidy--which had an enrollment of 9.6 percent black students this year--has never been assigned more than 15 percent black students since school desegregation began. Unlike the southern elementaries, however, Cassidy is within walking distance of two central-area elementaries--Maxwell and Ashland. Maxwell, which had an enrollment of 35.5 percent black this year, operated at 66.7 percent of

capacity. Ashland, which had a black-student enrollment of 33.7 percent this year, operated at 62.2 percent of capacity.

Portables Used To Maintain Segregation and Avoid Cross-District Busing

District officials have allowed overcrowded conditions at the southern elementaries and Cassidy to persist and have used portable classrooms to accommodate the overcrowded conditions instead of reassigninng some of the students in those schools to the northern- and central-area elementaries which have much unused capacity. This report has detailed the segregated schools and dramatic enrollment shifts which are the results of these policies. Now district officials propose to relieve overcrowding in the southern elementaries by building the third new elementary in the southern suburbs since 1976.

An alternative to building a new elementary and adding more portables to the southern elementaries is to reassign white students from the overcrowded and racially imbalanced southern elementaries in exchange for black students from the underutilized and racially imbalanced northern and central elementaries. Students at Cassidy could also be exchanged with students at Ashland and Maxwell to achieve better capacity utilization and racial balance at all three schools.

By reassigning students in this manner, district officials could racially balance the enrollments of almost all elementaries within the ideal 15 to 30 percent black-student range, stabilize the disruptive enrollment changes now affecting the northern and southern elementaries, achieve a more economical use of existing

school capacities, and postpone the construction of a new elementary southeast of the Tates Creek neighborhood for at least several years. Portable classrooms would be used only to maintain schools within the enrollment ideal. All schools with between 15 and 30 percent black students would be exempt from any reassignment plan.

Because the southern elementaries have done so well on achievement test scores, it is likely that many parents would want to keep their children in--or move into--the southern school districts, even if that meant their being bused to an "away" school for several years. Enrollment changes at the northern and central elementaries would probably be reduced if parents knew that their children would be sent to--or share classes with students from--the southern elementaries in a racially balanced setting.

In addition, the few remaining elementaries with enrollments outside the ideal would have to be desegregated, plans for desegregating the secondary schools would have to be formulated, and reassignment provisions would need to be ready in case any school fell outside the ideal. Nothing, in short, that hundreds of other school districts across the country have not already done. In fact, given Lexington's convenient wheel and spoke system of roads leading directly from the central business district to the suburbs, reassignment planning may be simpler than it has been in other districts.

These are the kinds of assignment alternatives district officials should consider as they make plans to construct a fifth high school and change the junior-highs to middle schools. Obviously, the task of making such large-scale cross-county reassignments to desegregate all the schools may be unpopular

with many people and therefore politically difficult. But contrary to what many might argue, studies have shown that such a broad, district-wide commitment to desegregated schools would be best for Fayette County both educationally and socially.

Evidence Supports District-Wide Desegregation Busing

In writing the book "The New American Dilemma," Jennifer L. Hochschild found that:

> "Extensive busing, if well done and combined with other changes, does enhance educational quality, school system stability, race relations, and feelings of equity. Minimal busing and slight change harms (or at least does not help) educational quality, decreases stability, exacerbates racial tensions, and fuels the fear of exploitation."[1]

She also found evidence which suggests that the 15 to 30 percent black-student ideal recommended by Judge Swinford is in fact "ideal." Researchers have found that the white population in schools tends to stabilize when black enrollment is between 15 and 30 percent. With less than 15 percent black enrollment, researchers found that " . . . an overwhelmingly white school (with fewer than 15 percent blacks) is apparently such a hostile environment that blacks suffer academically and psychologically."[2]

This 15 to 30 percent enrollment ideal is further endorsed by a project sponsored by Vanderbilt University. The project reviewed the many studies of school desegregation, and in the publication which came out of the project--"Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies"--the researchers concluded that the academic achievement of black students in the South reaches a peak when blacks make up between 19 and 29 percent of a school's enrollment, and that achievement drops off on either

side in a reasonably steady manner. They called their findings "statistically significant," and wrote that it underscores the need for a "critical mass" of not less than 15 to 20 percent black students per school to maximize black achievement.[3]

Two other desegregation methods which have been found to maximize black achievement were also sited by Hochschild and the Vanderbilt researchers. First, both Hochschild and the Vanderbilt researchers site studies which show that school desegregation has the most beneficial effect on the academic performance of black students when it is begun in the elementary years. Hochschild quotes the findings of a study done by Crain and Mahard: " . . . consider academic achievement: positive '" effects of desegregation are almost completely restricted to the early primary grades; . . . desegregation is successful as an early childhood intervention."' [4] The Vanderbilt group wrote that ". . . desegregation is indeed beneficial, although it must begin in the earliest grades." [5]

Second, Hochschild notes a 1966 study which found that "one of the best ways to improve students' achievement is to mix them with higher-status (and generally higher-achieving) peers." [6]

The Vanderbilt researchers summed up their review of the outstanding studies on school desegregation and concluded that:

> "Some policy implications are clear--early desegregation, metropolitan desegregation, desegregation in predominantly white schools but with a critical mass of black students." [7]

District Officials Have Authority to Desegregate Schools

District officials have long held the legal authority needed to make the kind of cross-district reassignments needed to achieve system-wide desegregation. Although they are not required by Judge

Swinford's order to redraw boundary lines to desegregate all or some of the schools which remain segregated, district officials do have the constitutional authority to reassign students on a racial basis for the purpose of achieving racial balance in one or more schools, according to Swann vs. Charlotte-Mecklenburg Board of Educaition, 402 U.S. 1, 16 (1971).

This authority was confirmed in the most recent lawsuit involving desegregation in the Fayette County Public Schools. The lawsuit was brought by a group of white parents against the school board after district officials had reassigned their children from Morton, which had fewer than 15 percent black students, to Lexington, which had more than 30 percent black students, to relieve over-crowding. They charged that vestiges of segregation still existed in the Fayette County Public Schools and sought to adjoin their complaint to the original 1972 desegregation complaint. They sought to block the reassignment of their children and achieve instead, or so they claimed, district-wide desegregation.

U.S. District Court Judge Henry R. Wilhoit dismissed the lawsuit and upheld the Morton-to-Lexington transfer. In issuing his ruling, Judge Wilhoit stated that district officials cannot ignore racial imbalances in the schools and that race can be a consideration used in redistricting decisions.

Construction of New Schools Offers Opportunities to Improve Desegregation

District officials should seize the opportunities offered by construction of a fifth high school and by the planned conversion from a junior-high to middle-school system to make all the student

reassignments necessary to bring desegregation to all the schools of Fayette County. Elementary reassignments could also improve capacity utilization and postpone the need for a new elementary school.

District officials are planning to build a new elementary school in the southeastern portion of Fayette County beyond Tates Creek Elementary. It is now set to open at the start of the 1988 school year. However, if reassignments with the northern and central elementaries were to reduce enrollment at the southern elementaries, enough additional capacity could be created to enable district officials to forego construction of a new elementary for at least several years. Reassigning students would also prevent the opening of what would probably be yet another southern elementary with fewer than 15 percent black students and an unbalanced socioeconomic mix.

If district officials reassign blacks to the new school from Tates Creek and Millcreek--the two elementaries nearest it and the only southern elementaries with enrollments above 15 percent black students this year--the enrollments at all three would probably fall short of the black-student minimum.

The opening of a fifth high school offers district officials a golden opportunity to redraw school boundaries to achieve a better racial and socioeconomic mix of students in all schools, and to reduce the enrollment instability now being caused by racially imbalanced schools and the perceptioin that some schools are better than others.

If the population changes of the last several years continue--let alone accelerate--redistricting to achieve desegregation will grow increasingly difficult. The segregated demographic trends which have occurred in the elementary

schools will maintain or increase segregation in the secondary schools into the 1990s. Segregated schools, in turn, will negatively affect the attitudes of students towards themselves and others for many years to come.

Fortunately, plenty of time exists before the new high school goes up--more than enough time for district officials to change their minds and begin revamping assignment patterns to improve school desegregation and capacity utilization. District officials should begin considering the alternatives now.

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[1] Jennifer L. Hochschild, The New American Dilemma, Yale University Press, New Haven, 1984. p. 61.

[2] Ibid., p. 64-65.

[3] Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, Vol. 5. various authors. p. 195-197. Center for Education and Human Development Policy Institute for Public Policy Studies, Vanderbilt University. Nashville. 1981.

[4] Ibid., page 51.

[5] Ibid., page 198.

[6] Ibid., page 54.

[7] Ibid., page 199.

APPENDIX A

Student Enrollment By Race in Fayette County Public Schools
1986-87*

	Black	White	Am. Indian	Asian	Hispanic	Total	% Black
Arlington	112	370			1	483	23.18
Ashland	129	253			1	383	33.68
Athens	6	196		1	1	204	2.94
B. T. Washington	250	147				397	62.97
Breckinridge	174	545		12	1	732	23.77
Cardinal Valley	166	480		4	3	653	25.42
Cassidy	56	516		15		587	9.54
Clays Mill	147	484		7		638	23.04
Deep Springs	148	465			4	617	23.98
Dixie	133	388		9	4	534	24.90
Garden Springs	64	458		7		529	12.09
Glendover	118	629	2	43	9	801	14.73
Harrison	93	240				333	27.92
James L. Allen	51	342		10	2	405	12.59
Johnson	164	185				349	46.99
Julia R. Ewan	133	526		7	3	669	19.88
Julius Marks	58	743		11		812	7.14
Lansdowne	60	622		10	1	693	8.65
Linlee	193	225		1	1	420	45.95
Mary Todd	312	326				638	48.90
Maxwell	146	246		10	9	411	35.52
Meadowthorpe	86	210		3		299	28.76
Millcreek	129	640		18	3	790	16.32
Northern	288	280		4	1	573	50.26
Picadome	91	434				525	17.33
Russell	228	148		2		378	60.31
Russell Cave	137	113				250	54.80
Southern	31	823		11	3	868	3.57
Stonewall	12	769		19	4	804	1.49
Tates Creek	131	645	2	13	2	793	16.51
Yates	141	312	1	4		458	30.78
Elementary Subtotals	3987	12760	5	221	53	17026	23.41
Beaumont	66	590		7	1	664	9.93
Bryan Station	93	504		1		598	15.55
Crawford	136	487		3		626	21.72
Jessie Clark	6	607		9		622	0.96
Leestown	177	399		3	5	584	30.30
Lexington	208	460				668	31.13
Morton	113	633		19	8	773	14.61
Southern	69	642		12		723	9.54
Tates Creek	138	699	1	21	3	862	16.00
Winburn	376	287				663	56.71
Junior High Subtotals	1382	5308	1	75	17	6783	20.37
Bryan Station Sr.	505	808		1	1	1315	38.40
Henry Clay	332	1464	2	31	10	1839	18.05
Lafayette	205	1798		13		2016	10.16
Tates Creek	171	1235		10	2	1418	12.05
Senior High Subtotals	1213	5305	2	55	13	6588	18.41
FAYETTE COUNTY TOTALS	6582	23373	8	351	83	30397	21.65

* Data for Appendix A is based on an enrollment count made in mid-September 1986 by the Fayette County Public Schools and taken from the document "Distribution of Pupils By Race 1986-87."

APPENDIX B

Administrators and Teachers by Race in Fayette County Public Schools
1986-87*

	Administrators				Teachers				
	Blk	Oth	Tot	% Blk	Blk	Oth	Tot	% Blk	Gap
Arlington	0	2	2	0.00	2	22	24	8.33	0
Ashland	0	2	2	0.00	2	22	24	8.33	0
Athens	0	1	1	0.00	1	10	11	9.09	0
B. T. Washington	1	1	2	50.00	6	21	27	22.22	-3
Breckinridge	0	2	2	0.00	3	36	39	7.69	+1
Cardinal Valley	0	2	2	0.00	3	30	33	9.09	0
Cassidy	0	2	2	0.00	3	19	22	13.63	-1
Clays Mill	1	1	2	50.00	1	28	29	3.44	+2
Deep Springs	1	0	1	100.00	3	29	32	9.37	0
Dixie	0	2	2	0.00	3	20	23	13.04	-1
Garden Springs	0	2	2	0.00	1	29	30	3.33	+2
Glendover	0	2	2	0.00	3	35	38	7.89	+1
Harrison	0	2	2	0.00	2	19	21	9.52	0
James L. Allen	0	2	2	0.00	2	17	19	10.52	0
Johnson	1	1	2	50.00	2	15	17	11.76	0
Julia R. Ewan	0	2	2	0.00	3	25	28	10.71	0
Julius Marks	0	2	2	0.00	4	38	42	9.52	0
Lansdowne	0	2	2	0.00	3	27	30	10.00	0
Linlee	0	2	2	0.00	2	18	20	10.00	0
Mary Todd	0	2	2	0.00	4	28	32	12.50	-1
Maxwell	0	2	2	0.00	6	23	29	20.68	-3
Meadowthorpe	0	2	2	0.00	2	14	16	12.50	0
Millcreek	1	1	2	50.00	3	36	39	7.69	+1
Northern	0	2	2	0.00	5	25	30	16.66	-2
Picadome	0	2	2	0.00	3	30	33	9.09	0
Russell	1	1	2	50.00	1	14	15	6.66	+1
Russell Cave	1	0	1	100.00	2	10	12	16.66	-1
Southern	0	2	2	0.00	4	34	38	10.52	0
Stonewall	0	2	2	0.00	1	35	36	2.77	+3
Tates Creek	0	2	2	0.00	5	33	38	13.15	-1
Yates	0	2	2	0.00	1	21	22	4.54	+1
Elementary Subtotals	7	52	59	11.86	86	763	849	10.12	
Beaumont	1	3	4	25.00	5	31	36	13.88	0
Bryan Station	0	4	4	0.00	6	26	32	18.75	-1
Crawford	0	4	4	0.00	6	35	41	14.63	0
Jessie Clark	0	4	4	0.00	4	27	31	12.90	0
Leestown	0	4	4	0.00	4	30	34	11.76	+1
Lexington	2	2	4	50.00	5	40	45	11.11	+1
Morton	0	4	4	0.00	5	34	39	12.82	+1
Southern	0	4	4	0.00	6	32	38	15.78	0
Tates Creek	0	4	4	0.00	5	42	47	10.63	+2
Winburn	1	3	4	25.00	10	32	42	23.80	-4
Junior High Subtotals	4	36	40	10.00	56	329	385	14.54	
Bryan Station Sr.	2	6	8	25.00	9	71	80	11.25	-2
Henry Clay	0	8	8	0.00	6	80	86	6.97	+1
Lafayette	0	9	9	0.00	8	95	103	7.76	+1
Tates Creek	1	7	8	12.50	5	61	66	7.57	0
Senior High Subtotals	3	30	33	9.09	28	307	335	8.35	
FAYETTE COUNTY TOTALS	16	118	134	11.94	170	1399	1569	10.83	

* Appendix B is based on a count of professional personnel made by the Fayette County Public Schools in mid-September and taken from forms submitted to the Equal Employment Opportunity Commission.

APPENDIX C

METHODOLOGICAL NOTES

Student enrollment data were taken from three sources: 1972-73 -- 1975-76 data were based on "Ethnic Distribution of Students" supplied by the Fayette County Public Schools; data for 1979-80 -- 1983-84 were based on program SD065R, "Membership By Race Public Schools," supplied by the Kentucky Department of Education; and data for 1984-85 through and 1986-87 were based on data from the Fayette County Public Schools used to calculate program SD065R. Student counts for 1976-77 and 1978-79 from the FCPS were contaminated because black students were not counted as a separate category. This distorted annual system-wide enrollment data, which could not be used. No student data were available for 1977-78.

It should be noted that the following schools were not included among those schools which the plaintiffs requested be desegregated in their initial complaint issued on November 9, 1971: Athens, Clays Mill, Deep Springs, Dixie, Garden Springs, Glendover, James L. Allen, Julius Marks (not then open), Lansdowne, Linlee, Mary Todd, Millcreek (not then open), Russell Cave, Southern, Stonewall, and Tates Creek elementaries; Leestown and Winburn junior high schools; and all senior high schools. The plaintiffs' focus was on desegregating the identifiably black schools--five of which were closed under the plan approved by Judge Swinford.

Teacher data obtained from Program PN-PS604R, "Certified Personnel By Race and Sex," supplied by the Kentucky Department of Education were used to count the system-wide number and percentage of black teachers for the years 1978-79--1986-87. Teacher data for individual schools used to determine compliance with the Singleton Standard for Certified Teachers for the years 1974-75--1986-87 were based on EEOC forms supplied by the FCPS except for 1985-86 data which were based on comparable data from PN-PS604R. The discrepancy between the total number of black teachers cited in the text (187) and the total count of regular-program teachers cited in Appendix B (170) exists because the former includes itinerant, special and other teachers not assigned to one school full-time while the latter includes only those teachers assigned to a single school full-time.

The Black Teacher Gap for the years 1979-80--1986-87 was calculated from teacher data in program PN-PS604R and from student data in program SDO65R. All black teachers and all black students in the Fayette County Public Schools were used to determine the Black Teacher Gap.

Data from PN-PS604R were used to determine the total district-wide number and percentage of black administrators for the years 1978-79--1986-87. EEOC forms were used to determine individual schools with and without black administrators for the years 1974-75 through 1986-87 except for 1985-86, when administrator data for individual schools were taken from comparable personnel counts used to calculate PN-PS604R supplied by the Kentucky Department of Education.

APPENDIX D

Bibliography of Related Commission Publications

Segregation Persists in Fayette County Public Schools 1985-86, a report which shows that 29 of 45 schools were outside of the 15 to 30 percent enrollment ideal and that almost two of three Fayette County students attended them. Three fewer black teachers and one fewer black administrator were employed than in the prior year. 27 pages. August 1986.

Fayette County Public Schools Maintain Segregation 1972-73 -- 1984-85, a report examining the school system's history following a court order to desegregate. Thirteen years after the desegregation order almost two of three schools failed to meet the recommended enrollment guideline issued with the court order, two of three students attended schools with enrollments outside the guideline, and 13 schools were racially identifiable. A chronology of desegregation in the Fayette County Public Schools is included. 43 pages. October 1985.

Apartment Discrimination in Fayette County Declines to 6.9 Percent, a report showing that team-testing of 63 Lexington-area apartment complexes during 1985 encountered instances of discrimination in only 6.9 percent of the audits. This was a significant decline from 1977, when discrimination was found in 50.5 percent of all audits, and from 1981, when 25.3 percent of all tests encountered discrimination. 30 pages. November 1985.

Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985, a report which details segregation levels in Kentucky's public housing authorities during 1985. The Lexington-Fayette County Urban County Housing Authority was the twelfth-most segregated PHA in the state, but segregation was worse than indicated because 87.8 percent of the authority's family tenants were blacks--by far the highest concentration of black tenants of any authority in the state. 61 pages. December 1985.

Segregation Persists in Kentucky's Public Housing Authorities Despite Many Improvements 1974 -- 1984, a report which shows that the authorities which adopted and implemented affirmative action desegregation plans reduced segregation substantially more than those authorities operating without plans. During the 10-year period the Lexington-Fayette Urban County Housing Authority reduced its segregation index by an average of only 0.9 anually. It was the fourteenth-most segregated authority in the state during 1984. 85 pages. December 1984.

All of these publications are available from the Commission upon request.

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Under the Kentucky Civil Rights Act of 1966, KRS 344.190 (11), the Commission has the duty "to make studies appropriate to effectuate the purpose and policies of this chapter and to make the results thereof available to the public."

This staff research report was prepared by Eric George, Research Assistant. Copy preparation by D. Jennifer Simpson of the Commission staff.

For information and assistance call, write, or visit one of these offices:

MAIN OFFICES:

832 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: 502/564-3550

Post Office Box 69
701 West Muhammad Ali Boulevard
Louisville, Kentucky 40201
Phone: 502/588-4024

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